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On the next two pages will be found a complete list of the Riverside Literature Series.

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*Pres. C. W. Eliot.*

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◦ *The Riverside literature series.*

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## PRIMER AND READER



HOUGHTON, MIFFLIN AND COMPANY

Boston : 4 Park Street ; New York : 11 East Seventeenth Street

Chicago : 28 Lakeside Building

*The Riverside Press, Cambridge*

Ed. T 758.93.753

Edue T 758.93.753



Pres. C.W. Eliot

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## INTRODUCTION.

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THIS *Primer and Reader* is designed to serve as the sole text-book in reading required by a pupil. When he has mastered it he is ready to make the acquaintance of the world's literature in the English tongue.

The methods which prevail in our primary schools for familiarizing beginners with their letters, with the forms of words and with the structure of sentences, suppose not books but the blackboard, the slate, pencil and paper. It is in the oral communication of teacher with pupil by these means that the first steps are taken, and while this process is going on the book is in the hands of the teacher only and is used by her chiefly as a source of suggestion.<sup>1</sup> When the child thus has become able to combine letters into words and words into simple sentences, to read at sight these words and sentences as written or printed for him, and to express his ideas in fit language, he may, alone or in a class, begin the pleasant task of reading a book, and this *Primer and Reader* is planned so as to make the task a natural and progressive one.

There are two principles which the compilers of this book

<sup>1</sup> There are several manuals designed to aid the teacher in this preliminary instruction: *The Riverside Manual for Teachers*, prepared by I. Freeman Hall, who has inspired and informed much of this book also, will be found especially serviceable by those who use this *Primer and Reader*. A further aid is offered by *The Riverside Instruction Frame*, which is equipped with twenty large outline pictures, twenty-five pictures of objects, and between one hundred and two hundred words and sentences in script and in print. For fuller notice see second and third cover-pages of this book.



have kept steadily in mind while preparing it, and they hold them to be fundamental in any well-considered system of teaching children to read. The first relates to the process of the child's mind and may thus be formulated : —

*The child must think intelligently before he can read intelligibly.*

One of the most common difficulties to be overcome by the teacher is that which arises from a parrot-like repetition by the child of what it has been told, and by far the most important result to be attained is the habit of thinking accurately and clearly before answering a question or reading a sentence. This habit of thinking accurately and clearly is cultivated by the methods which now prevail in the preliminary work upon the blackboard and slate. It should continue to be cultivated when a book is placed in the hands of the child.

The second lesson in this book illustrates one method by which the compilers have aimed to inculcate this habit, and the method employed is repeated with variations as long as it can well be pursued. The pupil is set at work reading to himself, a task which at once taxes his power of understanding more than the mere pronunciation of the words aloud. He cannot go through the sentence mechanically and repeat it by rote, for he is obliged to translate the thought of the sentence into action. If he reads to himself, *I go to the door*, the words cease to be a mere succession of sounds, for he suits the action to the word and shows that he reads both intelligently and attentively by going to the door.

This exercise of Silent Reading is continued at intervals which grow somewhat less frequent as the exercise becomes familiar and loses some of its force, but the principle involved in it is applied by other means. Thus the old-fashioned rebus is used in Lesson 4 and elsewhere. A picture is intelligible to a child before a word is, and in writing out the word which stands for the picture he is following the

logical order of proceeding from the known to the less known. Again, in Lesson 58 the exercise calls for a translation of the picture into a sentence, and here the child has to think, not only what the picture says but how he shall tell this story in his own language. The pictures<sup>1</sup> throughout the book lend themselves to the same constant aim of teaching the child to think intelligently and then to express himself intelligibly. They are purposely made in outline to secure great simplicity and clearness, for they are designed to be direct aids in teaching and not decorations of the text.

Suggestions for carrying this process of thinking still farther lie in many of the lessons, as, for example, those which require letters or words to be substituted for dashes. Now and then, also, the exercise becomes a cheerful game which may be shared by teacher and pupil, not as a mere recreation, but as a bright method of making progress in the art of thinking clearly and expressing accurately. Such are, Lesson 81, What is my Thought like? Lesson 105, A Rhyming Game; and Lesson 66, The Game of Making Words, which may be used to very great advantage through the entire course of a child's training in the use of words. Lessons 85 and 86, also, which give exercises in the study of color, and Lesson 122, The Clock Lesson, belong to this same order of exercises which vary the formal tasks by those which are more animated but no less directly serviceable.

As the art of reading properly includes good enunciation and proper emphasis, so the same principle of previous thought on the part of the child should be applied on this side of its training. Lesson 35 illustrates the method by which the sounding of words may be made an exercise in rapid and exact thinking. Lessons 21, 57, and 59 show

<sup>1</sup> If the teacher is provided with *The Riverside Instruction Frame*, she will be able to show these pictures on a larger and clearer scale, for the illustrations in the book are for the most part reduced copies of those larger drawings.

how emphasis may be taught, not mechanically or by devices of accent, but by means of natural questions which tax the child's ingenuity in framing answers to illustrate the various points of emphasis. It may be added that the practice lessons contained in the book are intended to be suggestive rather than exhaustive; to serve as models to the teacher, who will use her judgment in lingering over the successive steps.

It will be observed that in a large number of these exercises a deliberate use has been made of devices to interest the child, and a constant appeal is made to his natural curiosity. The truth is, more than half the battle is won when the child's interest is aroused, and formal difficulties disappear almost marvelously before the quick movement of the mind when its attention is concentrated by curiosity and a lively hunt for the end in view. The pupil, keenly alive to the matter in a story, his whole heart enlisted in it, will not need much formal instruction in emphasis, and words which by themselves might be stumbled over will often be taken easily when they lie in the direct course of an attractive narrative. And this leads to the second principle which the compilers of this book have kept in mind while preparing it, namely:—

*The end of learning to read is to read great books.*

The first steps taken by the child in the use of language are through colloquial forms. He learns to talk before he learns to read, and the work done by the teacher, before she places a book in his hands, is to accustom him to identify the words he knows how to use with the symbols of those words on the blackboard and the slate. She seeks for familiar objects and expressions and tries thus to vary and enlarge his working vocabulary. When the printed page is placed before him this same process is continued for a brief space until the child has been accustomed to the new medium. The transition from blackboard to book should be so easy that the child is not made aware of any notable change.

The vocabulary of a child as drawn from common vernacular use is very limited, though its extent is, of course, largely affected by the speech which he is wont to hear at home. Yet even under the most favoring conditions the form of language to which the child is accustomed is colloquial, not literary. It is true he may have had books read to him, and this is a very important part of a child's education; but for the most part until he goes to school these books are purposely couched in almost colloquial terms.

Now if the child is really to be educated, he is to pass over in his reading from a colloquial to a sustained literary form. Words and sentences which would not occur in the commonest speech will present themselves to his mind, and he will be called upon to use all his powers of reasoning and imagination. These powers in their simple normal activity the compilers of this book have sought to stimulate in the manner already pointed out, but they have been led to ask themselves the question: How early may the young reader be set upon the acquaintance with forms of speech which are not colloquial but literary, and how may the passage from one to the other be most readily and naturally effected?

The answer to the former half of this question they conceive to be: Just as early as the literary form by its simplicity and intelligibility can appeal to the mind and awaken an interest; to the latter half the answer may be found in the practical scheme of this book.

The attempt has been made in this *Primer and Reader* to select from existing literature of the classic order such examples as come within the range of the mind at the age when the book would naturally be used. The very earliest are taken, in verse from that storehouse, Mother Goose's Melodies, in prose from the uncounted collection of popular sayings and proverbs. Later, recourse has been had to Tennyson, Blake, Wordsworth, Stevenson, and others in verse, to versions of fables and world-renowned stories in prose.

Now and then the core of some great story of classic origin has been given in a simpler form, because the thought of the story was simple though the original form was beyond the comprehension of the child.

The design of the book is to give these examples of classic art as frequently as possible, but to lead up to each by exercises which familiarize the child with the words and even the sentence forms to be used, so that when he reaches the bit of literature it will offer no special difficulties to him. Thus it is not until Lesson 41 is reached that a familiar rhyme is given, though commonplace rhyme has been already set before him. The next piece of literature is at Lesson 56, and the third at Lesson 65. After that, literature occurs more frequently until, in the last third of the book, it becomes the rule and exercises are the exception. These exercises, to be sure, sometimes take the form of little stories and rhymes, but the child is not likely to mistake these for literature.

In agreement with the purpose of this book, the name Lesson disappears when the pupil at last reaches a group of pieces in verse and prose unattended by any drill exercises. The score of pages thus set before him represents the goal toward which he is moving in all his study of reading.

From this it will be seen that the compilers aim to make the reading of real literature as nearly as possible synchronous with the child's power to read at all. They believe that there need be no break in the continuity of such reading; that though at the outset drill is required in the elements of reading, this is introductory to more elaborate forms of the same kind of drill which must be continued throughout a student's course. When he is reading Chaucer, he is studying forms of early English; when he is reading Mother Goose, he should also be studying forms of another kind of early English; but from Mother Goose to Chaucer he should know no interruption, so far as school work goes, in the reading of great literature. There is no point along the line

where some one of the world's great authors may not step in with a contribution.

It is true that the volume of such classic literature broadens and deepens very perceptibly after what is known in school-book parlance as the period of the fourth reader. But it should be remembered that the amount of literature required before the pupil reaches that period is relatively very small. While he is slowly acquiring command of the art of reading he will not need much literature. It is just as well that these simple productions should be read over and over again by him. They furnish his mind and do not wear out with use. Narrow, too, as the stream of literature is in its springs for the child, and narrow as it remains for two or three years, it does not lose in fullness and sufficiency. Never is it necessary to have recourse to the literature which is forgotten when it has been read, and that is the fate of all thin literature.

The compilers of this *Primer and Reader* trust that its use will demonstrate the claim made for it that it will serve as the sole text-book in reading required by a pupil. After it has been mastered, literature, a knowledge of which is the highest end of acquiring the art of reading, lies before him. This literature will be selected for him by his teacher and by those who know where it is to be found. It is in aid of such further reading that the publishers of this book offer, for the use of schools, books drawn from great literature, which are designated, for convenience of teachers, by the numbers already familiar in school use. Thus this book which would ordinarily be called a *Primer and First Reader* is followed by *Fables and Folk Stories* which corresponds to the grade of second and third readers; and for the further aid of pupils scarcely any words will be found in *Fables and Folk Stories* which have not already been made familiar in this present book.

H. E. S.

BOSTON, January 6, 1893.

## SUGGESTIONS FOR TEACHERS.

THE new words in the opening lessons are introduced either by script forms or by pictures. Even after the use of script in the book is discontinued, it will be well to put new words in writing on the blackboard.

The Silent Reading exercises are so useful a feature that the sentences given in the different lessons may wisely be varied by others of a similar nature, written by the teacher on the board. They also offer excellent opportunities for the pupil to practice writing as well as reading, as the sentences are simple and for the most part short.

Several of the lessons, like Lesson 21, as well as Lesson 64, may be used with good effect by allowing one of the older pupils to play the part of teacher, thus giving confidence to the pupil and training him in self-possession.

A careful system of reviews is contained in the book, although it is not made so apparent as to attract the attention of the pupils. Thus all the new words introduced in a series of lessons are used in some form or other in a single review lesson, and these will afford good opportunities for testing the memory and quickness of the pupils. Just where these reviews occur will readily be perceived by a reference to the vocabulary at the end of the book.

It is strongly recommended that teachers read aloud to their pupils, from time to time, some good piece of literature. Some are suggested in connection with lessons in this book. A practice of this sort strengthens the power of attention in the listeners, and familiarizes them also with the literary form as distinguished from the colloquial.

As explained in the Introduction, the bits of literature contained in this *Primer and Reader* serve as landing-places in the child's progress. Each is introduced by a series of exercises which contain all the words to be used, so that when the piece of literature is reached, the pupil ought to be able to read it at sight. These pieces should as far as possible be read for enjoyment, and not be made drill exercises in reading.

A full vocabulary for the convenience of the teacher will be found at the end of the book.

THE  
RIVERSIDE PRIMER AND READER.

---

LESSON 1.



*a flag.*

*See the flag!*

**See a flag!**

*I see a flag.*

**I see the flag.**



## LESSON 2.



*See the flag and the hat!*

I see a flag and a hat.

*I have a hat.*

I have a flag.

I have a hat and a flag.

*I have a flag on a hat.*

See the flag on the hat!

I see the hat and the flag.

I see the flag on the hat.

### SILENT READING.

(*To the Teacher : First*, let the pupil read a sentence to himself ; *Second*, let him either act out the sentence or do what it requires ; *Third*, let him read the sentence aloud. That the pupil may act out a sentence, there should be at hand either the object referred to or its picture.)

I have a hat.

I have the flag.

I have the hat and the flag.

### LESSON 3.

(To the Teacher : Let the pupils copy these sentences on slates or on paper.)

*I have a flag.*

*See the flag !*

*I have a hat.*

*I have a flag and a hat.*

*I see a hat.*

*I see a flag.*

*See a flag on the hat !*


*I have a hat and a flag.*

*See the hat !*

*See the flag and the hat !*

## LESSON 4.

*This is a* 

This is a 

*I see a bat.*

I have a bat.

*I have the ball.*

I see the ball.

I see the bat and the ball.

I have the bat and the ball.

I have the ball and the hat.

I see the flag and the bat.

This is a ball.

This is a bat.

### SILENT READING.

(See Lesson 2 for directions.)

I have a ball.

I have a bat.

I have a bat and a hat.

I have a ball and a flag.

I have a bat and a ball.

I have a flag and a hat.

## LESSON 5.



See this boy !

See the bat !

See the ball !

I see a boy, a bat, and a ball.

*The boy has his hat on.*

The boy has a flag on his hat.

*I see a ball in his hand.*

The boy has a ball in his hand.

His hand is on the bat.

(To the Teacher : Let the pupils write "I see," with the words : a flag, a hat, a bat, a ball, a boy, a hand.)

## LESSON 6.

(To the Teacher: Let the pupils copy these sentences on slates or on paper.)

*This is a flag.*

*I have a bat.*

*The boy has a hat.*

*I see a flag on his hat.*

*The boy has a ball in his hand.*

*See the bat and the ball!*

*This is a hat.*

*I have a ball and a bat.*

*The boy has a bat and a ball.*

*See the boy and his flag!*

## LESSON 7.

I see the bat.

This is a hat.

I have the flag.

*The ball is in my hand.*

This is a flag in my hand.

I have a ball and a bat.

*I can see a pin.*

The pin is on the hat.

I can have the pin.

*I put the flag on the hat.*

I put my hand on my bat.

The boy has the ball in his hand.

### SILENT READING.

I have a pin in my hand.

I put a pin on the flag.


This is my hat.

I put my hand on the hat.

I put the flag on the hat.

I have a bat in my hand.

## LESSON 8.

*This is a* 

I can have the doll.

*This is a* 

I see a mat.

*See this* 

This is my cat.

*I see a* 

I have a box.

I see a mat and a box.

I have a doll in my hand.

The cat can see the box.

I have the flag on the hat.

Put the doll on the box.

Put the ball and the pin in my hat.

I have a bat and a ball.

I have a hat and a flag.

I put the bat and the ball on the hat.

A boy has his bat and his flag.

(*To the Teacher:* Let the pupils write "this is," with the words: a doll, my mat, the cat, his box, a pin.)

## LESSON 9.



*Can you see a girl?*

Can you see a doll and a girl?

The cat is in the box.

This box is on the mat.

*The girl has a doll in her hand.*

*Can she put her doll into the  
box?*

Can she put her ball into the box?

The boy has a ball and a bat.

The girl has a doll and a cat.

The cat can see the doll.

The girl can see the box.



## LESSON 10.

*The flags are on the box.*

This flag is on the box.

The boy sees the girl.

The boys see the girls.

This ball is in my hand.

The balls are in my hands.

Can you see the cat?

*Oh, yes; she is on her mat.*

The cat sees the doll.

Can the doll see the cat?

Can the girl put her doll into the box?

Oh, yes; she can put the cat on the mat and her doll into the box.

### SILENT READING.

I have a flag on my hat.

I put a pin into the box.

The bat is in my hand.

I put my hand on the box.


The balls are in my hands.

I put a ball into a box.

(To the Teacher: Let the pupils write the first four sentences in this lesson.)

## LESSON 11.


*I bring you a ball.*

I bring you a 

*Can you spin the top?*

Yes, I can spin the top.

*I can open the* 

I can open my 

Can you open the door?

*The top has no string.*

The string is in the box.

The boy can spin his top on the box.

*I bring my box.*

I bring you this top.

### SILENT READING.

I bring you the box.

I open my hand.

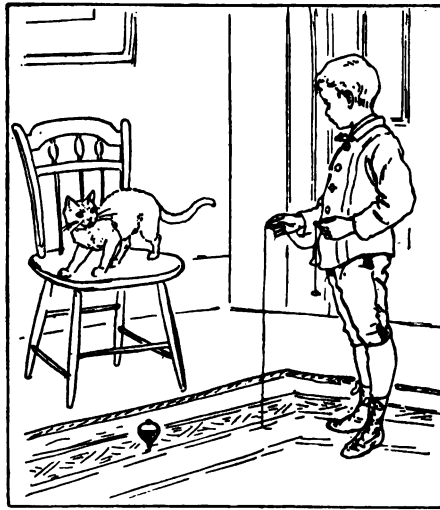
I open the door.

I put a string into the box.

The box is in my hand.

I put my hand on the door.

## LESSON 12.



See the cat on the chair! She sees a boy spin his top.

This boy has no hat on. Open the door and you can see his hat. He has a flag on it.

Can you see the string in his hands? The boy spins his top with the string.

Have you a string and a top? Can you spin your top with a string? Can a girl spin a top?

The boy spins his top on the mat, and the cat sees him.

## LESSON 13.

*I put a top into his hand.*

*The cat is on the chair.*

*I open the door with my hand.*

*I bring you a flag.*

The hat is in her hand.

I put the doll on the mat.

The balls are in the box.

I put a string on the chair.

See the boy with his top!

I put this pin with the top and the box.

I open the box with my hand.

The door, you see, is open.

### SILENT READING.

(See Lesson 2 for directions.)

I have a doll in my hand.

I put a ball into the box.

The bat is on the mat.

I bring you the bat.

The ball is in my hand.

I put the ball with the bat.

## LESSON 14.



This is my hen.

I open the door and put her on the mat.

The cat is on the chair and sees the hen.

*The cat is white and the hen is black.*

The boy has a black hen and the girl has a white cat.

The girl puts her cat into a box and the boy puts his hen on the chair.

*Have you seen a duck?*

This is a duck, a white duck.



*The duck is not black.*


The hen is black.

The cat and the hen see the duck.


The cat and the duck are white, and the boy has a white hat.

The hen is black, and the girl puts her into a black box.

## LESSON 15.

I see a 

You can see the tree.

On the tree is a 

Can you, too, see a leaf?

*Can you see leaves on the tree?*

Yes, I see leaves in the top of the tree.

Can you put a flag on the tree?

I can put a little flag in the tree.

The boy with a flag on his hat sees the flag in the tree.

The girl leaves her cat in the box, and the boy leaves his hen on the chair.

### SILENT READING.

I have a leaf in my hand.

I bring a box and put it on the chair.

I go to the door, open it, and bring in leaves.

I pin a leaf to the ball.

I put the string on the top.

I put a string into the box.

I bring the little box with a flag on it.

## LESSON 16.



This girl you see with a cat and a doll  
is Anna.

The hen and the duck are her hen and  
duck.

*The hen has chickens, too.*

*Anna has fed the duck.*

Yes, she has fed the duck and the hen,  
and she has fed the chickens with grain.

## LESSON 17.

*Anna has her cat in her lap.*

She has her doll with her, too.

The doll has seen the cat in her lap.

*Anna likes to have the cat sit in her lap.*

The cat likes to have the doll sit on the mat.

Anna can spin her top.

*She likes to see it go.*

It is a good little top. It spins and spins and spins.

*She will bring her box and put the top into it.*

The door is open, and the hen, the chickens, the duck, and the cat will go in.

*Will you bring me the doll,  
Anna?*

You have seen me with the doll.



SILENT READING.

I put a leaf into the little box.  
The doll sits in my lap.  
I have a hat in my lap.  
I bring you a leaf.  
I put a leaf on the chair.  
I bring you my hat ; I sit on a chair  
and I put the hat in my lap.  
The doll sits on the mat.

LESSON 18.



This is an apple.  
It is my apple.  
An apple is a little like a top.  
I can spin it like a top.  
*You may have the apple.*  
May I put the apple into my box?  
Yes, you may.  
*May I eat it?*  
*Yes, you may eat it.*  
Oh, apples are good !  
The tree has apples and it has leaves.

Apples are good to eat ; leaves are not.  
That is, boys do not eat leaves.



This little boy likes to eat apples.

*He has an apple in his hand.*

He sees the apples on the tree.

---

(To the Teacher : In the following exercise a dash is used to represent each letter in the word omitted. Pupils are to put the correct letter in place of each dash.)

The apple -- in his hand.

An apple -- good to eat.

Apples --- in the tree-top.

The tree has apples --- leaves.

An apple -- like a top.

The ---- has apples.

The apple-tree --- leaves.

Boys ---- apples.

## LESSON 19.

### SILENT READING.

I put a pin into a box and put the box into your hand.

In my hands I have a doll, a flag, and a bat.

My hand is on the box ; my hand is in the box.

I have a string in my hand ; it is on the chair, too.

I have a hat ; I put it on a chair ; I bring the hat to you.

I bring you a flag and leave it in your lap.

I open the door and bring in my hat.

I go to the door and open it.

I bring a leaf and hand it to you.

---

(See directions for this exercise, Lesson 18.)

I have a string in my hand.

The boy --- a string in --- hand.

The boy spins his top.

The boy will ---- his top.

The hen likes to eat.

The chickens ---- to eat.

## LESSON 20.

I have a cat, she is a black cat, too,  
And likes to sit on a little white mat ;  
My doll may sit on the chair with you,  
And I will bring her my good black cat.

The doll and the cat sit with me on the chair, and Anna, the little girl, goes with grain in her hand and opens the door.

She leaves me here, and I sit on this chair with the doll and the cat in my lap.

Oh, Anna has fed her duck, her hen, and her chickens. Anna, have you seen a boy with a flag in his hat, and a bat and a ball in his hands ?

Yes, I put the flag into his hat, and I will pin a leaf on yours. See, it is like a flag. Will you have an apple ?

Here is the boy with a top and a string to spin it with ; the bat and the ball are in his box. Put the doll on the mat, Anna.

The doll sits on the little white mat ;  
She sees the boy, and Anna, and me ;  
She sees the duck, the hen, and the cat,  
The chickens and the apple-tree.

## LESSON 21.

### AN EXERCISE IN EMPHASIS.

Has Anna a black hen ?

No, she has a white hen.

Is this your top ?

Yes, it is my top.

Can you spin a top ?

No, I have no string.

Can you open the door ?

Yes, and I will open it.

Will you have an apple ?

Yes, and I will eat it.

Is the pin on the chair ?

No, it is in the box.

Is the ball in your hand ?

No, it is in my hat.

Is your hand open ?

It is not open.

Will you sit on the box ?

No, I will sit on the chair.

Can you put the ball into the box ?

No, the box is not open.

## LESSON 22.

*A duck likes to go into the water.  
A hen will not put her chickens  
into the water.*

*This is a* 

*A boat is like a duck; it goes on  
the water.*

*A big boy can sit in a big boat,  
and he likes to do so.*

*A big doll can sit in a little boat.  
I saw a doll do this.  
Anna put her into the boat.*

---

I saw a ---- on the water.

Flags are put on ----.

Anna has a ---- and a ----.

The cat saw the boy ---- a ----.

The ---- had an apple -- his ----.

## LESSON 23.



This is the boy Anna saw with a flag in his hat, and a bat and a ball in his hands.

He is Harry, and he has a boat. Anna has a doll in her hand, and sees Harry with his boat and his string.

*Anna. Oh, Harry, it is you, is it?*

*Harry. Yes, see my boat! and see how it goes!*

*Anna. Oh, do bring it to the shore.*

*Harry. And have your doll sit in it?*

*Anna. No, the doll can sit on the sand.*

*Harry. Yes, yes; put the doll in. You can pin her in. Put a little sand in, too.*

Harry's boat is at the shore,

The doll is in my hand.

I will put her in the boat,

With little grains of sand.

I saw Anna put her doll into a little boat and leave her.

Do you like to sit in a boat, little doll?

Do you, black cat?

Oh, Anna, good Anna, may I put on my hat?

And sit in the boat with the big black cat?

No, no, my doll, you cannot go.

The boat is too little. No, no; no, no.



## LESSON 24.

### SILENT READING.

*I have my hand on the box.*

*I have the leaves in my hand.*

*The leaf is in the water.*

*There is a string in the water.*

*I put it there.*

*There are leaves on the box.*

*My hands are open.*

*I put my hand into the box.*

I have a leaf in my hand.

I see leaves in the box.

I bring the string to you.

The leaves are in my lap.

I go to the door.

I sit on the chair.

The leaves are on the chair.


There are the leaves.

I hand you a white string.

I bring the box to the chair.

I put my hand into the box.  
I put my hat on the table and sit on  
the chair.  
I have some sand in my hand.  
I put sand on the table.  
I put the flag on the table.  
I bring a box to you.

## LESSON 25.

This is a little like a 

You see stars like this on a flag.

*The big stars are in the sky.*

You have seen stars in the sky; have  
you seen stars in the water?

*How many stars are there in  
the sky?*

*Count and see.*

I cannot. There are too many to  
count.

How many grains of sand are there on  
the shore?

How many leaves can you see on the  
tree?

Leaves on the tree,  
How many do you see?  
Stars in the sky,  
Grains of white sand,  
Go on and count,  
Count on your hand.

How many stars are there on our flag?

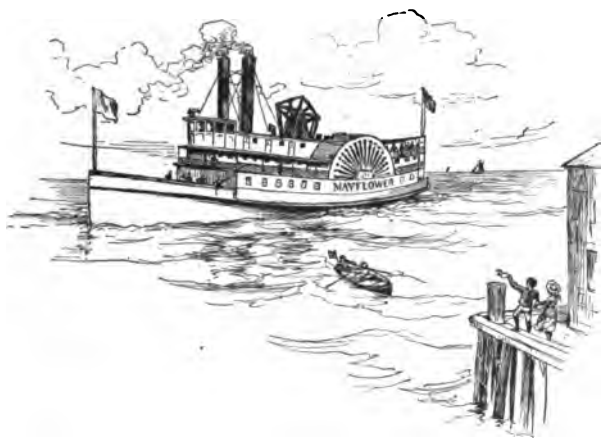
SILENT READING.

I count all the chairs I see.  
I look up to the sky.  
I open the door and put a chair on the  
mat.

I count the boys I can see.  
I put my hand on a star on the flag.  
My open hands are on the table.  
I leave the chair I was on.  
I hand a girl a chair.  
I have my hat in my hand.  
My hand is on a box.  
I bring you a chair.  
I put a flag on a box.  
I sit in a chair I bring to you.

*(To the Teacher: It may interest the pupils to read aloud to them Dickens's "A Child's Dream of a Star.")*

## LESSON 26.



You saw Harry with his boat.

*That was a play boat.*

The doll Anna put into the boat was  
a play girl.

*Here you see a big boat.*

Boys and girls are in it here and there.

*They ride in the boat and the  
boat rides on the sea.*

*The big boat goes to sea.*

There is a boat, too, with a flag.

It leaves the big boat and goes to the  
shore.

I will go to sea in the big boat, not in  
Harry's little boat.

The doll may go in it, not I.

Will you go with me, Anna?

Yes, I will go to sea with you,

Go to sea, go to sea.

Harry will go and the little doll, too,

With you and me, you and me.

## LESSON 27.

*I have a wish. Have you?*

Yes, my wish is to ride in a boat.

*And my wish is for a pan of  
grain.*

Oh, you are a chicken.

And you are Harry.

Anna, will you wish?

*I wish I might go to a star.*

Go to a star! how many stars will you  
go to?

*I will go first to the star I see  
first.*

Harry has a wish, and Anna has a wish,  
and the chicken has a wish.

*Will you wish with them ?*

Yes, I have a little wish.

*I wish for some balls to play  
with.*

I see, you are the cat.

And may not a cat have a wish ?

To eat good grain in a little pan,

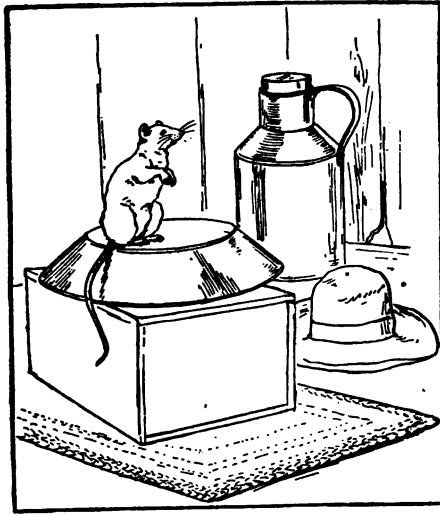
To ride in a boat, to go to a star ;

To play with some balls, for cats can  
play,

How many, many wishes there are !

(*To the Teacher* : There is a lively, imaginative little poem, *My Bed is a Boat*, in a delightful book, *A Child's Garden of Verses*, by Robert Louis Stevenson, published by Charles Scribner's Sons, New York ; and in the same book the poems *A Good Play* and *Where go the Boats* will have an interest for the children who have studied the last two lessons. For children who live near water, a good exercise in conversation may be made from an inquiry into the different kinds of boats, and the different parts of a boat. For children away from water, it is not difficult to excite an interest through pictures.)

## LESSON 28.



Sh ! here is a rat !

He sits on a pan. The pan is on a box, and the box is on a mat. You can see a hat, too, and a can.

*The rat will go into the box and eat.*

How can he ?

Oh, the box has a door, and the door is open.

*What will he eat?*

He will eat what is in the box.

*There is a cheese in it.*

Rats like cheese.

*They like bread, too.*

This rat will go into the box, for the door is open.

There he will see the bread and cheese.

He will eat, eat, eat.

*It is night, and the night is black.*

Can the rat see in the night?

Yes, and the cat can, too.

*If the cat sees the rat first!*

Yes, yes, if!

What will the rat do?

(See directions for this exercise, Lesson 18.)

The cat can --- a ---.

The box is -- the ---.

This rat eats -----.

The ---- have some apples.

Some bread -- in the ---.



The rat likes -----.  
Rats ----- bread and cheese.  
Harry will -- to the -----.  
There are ----- on the flag.  
Boats are ----- ducks.  
They ----- on --- water.

## LESSON 29.

*Play you were with Harry and  
Anna and saw what they saw.  
What have you seen ?*

1. I have seen chickens eating grain.
2. I have seen a black hen and a white duck.

And you ? What have you seen ?

3. I saw a cat sitting on a chair. A boy was spinning a top. He had a string in his hand.
4. It was the boy with a flag in his hat, and a bat and a ball in his hand.
5. I saw a tree with leaves and apples on it.

Were there many apples on it ?

6. There were a good many. I counted some of them.

7. Harry and Anna were playing on the sea-shore.

8. They saw boats, a big boat and a boat with a flag.

9. Yes, and they played with a little boat.

10. And I saw a rat on a box. It was eating bread and cheese.

Oh, you saw it? Were Harry and Anna with the rat?

11. Oh no; I play I was not with them. It was in the night.

(*To the Teacher:* Let the pupils write on their slates the following words.)

Some	Boy	Grain
They	Big	Chair
Hand	Rat	Apple
Boat	Was	White
Good	His	Black
Duck	Cat	Bread
Them	Pan	Shore
Tree	Said	Harry
Play	And	There
Flag	Box	Night

## LESSON 30.



*This boy is Dan.*

*He has his slate in his hand.*

*Dan can write on his slate.*

*He will write his lessons on his  
slate.*

*Do you write your lessons on your  
slate?*

*What can you write?*

*You may write the first line of  
this lesson.*

## LESSON 31.

I have a black slate.

I will write my lesson on it in white.

I will write the words in it.

What is the first line of the slate lesson?

The first line is "This boy is Dan."

How many words are there in the first line? Count them.

*One, two, three, four.*

*There are four words in the first line.*

Write the words: one, two, three, four.

Count the words in the first line of this lesson.

*One, two, three, four, five.*

There are five words in the first line of this lesson.

*Five is how many more than four?*

Five is one more than four.

## LESSON 32.

I will write a wish on my slate.

*I wish we were all to go in a  
boat to-night.*

If you go, how will you see ?

Oh, there will be stars in the sky.

We can see the stars at night.

There are more stars in the sky than  
there are on the flag.

You can count the stars on a flag, but  
can you count all there are in the sky ?

No ; there are so many no one has seen  
them all.

There are so many grains of sand in  
one pan we cannot count all there are in  
the pan.

---

I wish ; he wishes.

You ride ; she rides.

We go ; Mary goes.

You and I count ; the boy counts.

The hen is black, but the duck is  
white.

I can count the words in the first line,  
but there is one more word in this line.

## LESSON 33.

### SILENT READING.

I have a slate.

I bring you a slate.

I write "four" on my slate.

I put the flag on the chair.

I count the stars on the flag.

I write "stars" on my slate.

I bring you five leaves.

I put some sand into the water.

I write the first line of this lesson.

I write what the rat likes to eat.

I count the words in the first line of this lesson.

There are two words on my slate.

There is one word more on my slate than there are in the first line of this lesson.

The word "black" is on my slate.

*I write "ink" on my slate.*

I hand you the ink.

*I write "drops of ink."*

I write "drops of water."

## LESSON 34.

*What was the name of the boy  
with a slate?*

His name was Dan. It was on the slate.

*I will play that I am Dan.*

*I have a fine slate like his.*

So I write on it, first of all

My name.

There! you can see what a fine name  
that is.

*I should like to have that name.*

What was the name of the boy with a  
boat?

It was Harry.

I should like to play with him.

By the sea-shore?

*No, by a pond.*

What is a pond?

A pond is like a little sea. It has a  
shore, and some ponds have sand on the  
shore.

A duck pond is a good pond to have.  
 Yes, a duck pond is a fine thing for  
 ducks.

And for boys with little boats.

## LESSON 35.

### PHONIC EXERCISE.

(*To the Teacher:* Let the pupils pronounce distinctly but rapidly each column of words, using the word at the top of each series to discover the sound which is to follow the initial letter or letters, as — at, bat, cat.)

at	in	an	and
b —	p —	p —	h — —
c —	sp —	c —	s — —
h —		D —	l — —
m —	all	th —	b — —
r —	b — —	m —	st — —



(*To the Teacher:* In the following exercise the pupil should first read the sentence aloud and then do as directed therein.)

Write the word for 

Write the word for  three times.

Write the word for  and change  
 it to the word for 



Write the word for   
and change it so that it will be the word  
for 

Write the word for  four times.

Write what the  saw the boy  
do?

Write what Anna saw with the hen  
and the duck.

(*To the Teacher:* The following words are those which  
have been used in recent lessons. By writing them on their  
slates the pupils will become still more familiar with them.  
A good variation of the exercise is to call upon pupils to  
write them in bold letters on the blackboard.)

Slate	Wish	Bring
Lesson	To-night	Ink
Line	Stars	Drops
Count	Sky	Name
Words	Ride	Fine
Five	Mary	Sea-shore
Many	Cannot	Little
More	Grains	Change
Four	Sand	Times
Write	Seen	Water
Anna	Harry	Pond

## LESSON 36.

We will have a little counting time.

First, how many boys have we had in the lessons ?

Two boys.

What ! no more than two boys ? was there not a boy with a top and string ? and a boy with a bat and ball ? and three more boys, one with a boat, one at an apple-tree, and one writing on his slate ?

Yes, but they were all two boys.

What were the names of the boys ?

One was Harry and one was Dan.

Oh, Harry is the boy for me,

With his ball and his bat,

And the flag in his hat,

His boat that played on the pond for the sea.

What can you write on the slate in your hand ?

“ Little drops of water,  
Little grains of sand.”

There are two more lines.

Can you say them to me ?

Write in one line all the words you have had like "at."

Bat, cat, that, mat, hat, rat.

Is there not one more? There is the word "what."

Yes, that has the two letters "a," "t," but "what" is like "not," not like "at."

Boys eat apples and rats eat cheese,  
Cheese in a box and apples on trees.

#### SILENT READING.

I write "There is a boat on the shore."

I count on my hand one, two, three, four, five.

I write "There are stars in the sky."

I drop a string on the chair.

I write "I might have had some bread."

I write "night" and change it to "light."

I change the word "sand" on my slate so that it is "hand."

I write the words "if," "saw," "do," "big," "ride," "line."

I write the words, "here," "goes," "wish," "fine," "should."

## LESSON 37.



*Anna.* Come, May, sit at the table, and eat some apple-pie.

*May.* Apple-pie is good for my doll, too.

*Anna.* She may have some; but little dolls should have bread first.

*May.* How fine it is to be a girl! the dolls play they are girls, but we are girls.

*Anna.* What is your doll's name?

*May.* Anna. What is the name of yours?

*Anna.* May.

*May.* Anna, you may have a cup of water.

*Anna.* I will play drink it.

*May.* Oh, the water is for my doll Anna, not for you.

*Anna.* May, you may have some bread and cheese.

*May.* Your doll will like that.

*Anna.* No, no ; the bread and cheese are for you, not for my doll.

*May.* And is not Kitty to have a drop of water to drink ?

*Anna.* She shall have a pond of water in my cup.

*May.* I wish we might make our dolls eat and drink.

---

(Let the pupils write the following sentences, supplying proper words where there are dashes to represent the number of letters in each word.)

Dan writes on his slate.

I ----- on my slate.

The boy ----- on the slate.

We ----- on our slates.

We were in the boat.

I ---- on the shore.

May and Anna - - - - dolls.

Anna - - - a doll.

The dolls play they - - - and - - - - -.

## LESSON 38.

### SILENT READING.

I put my hand on the table.  
I name what is in my hand.  
I go to a chair.  
I put a string on the table.  
I bring three leaves to you.  
I count five lines.  
I name the words in this line.  
I write "drink" on my slate.  
I have four pins.  
I put three pins in a line.  
I write the word "star."  
I bring you the ink.  
I put my hand on the chair four times.  
I change my slate for a string.  
The string drops on the table.  
Here is some sand.  
I open my hand two times.  
The white string is in the box.  
I write what Anna had to drink.  
There are two leaves on my slate.  
I write my name with black ink.  
I make a star on my slate.  
I put my hat on the table.

## LESSON 39.



Sh! Baby is asleep.  
It has been play, play, play with him.  
But now he is asleep.

The stars are in the sky at night ;  
One, two, three, four, and more ;  
But baby does not see their light ;  
He is asleep to-night.

If you were to open the door, what  
would you see ?

You would see baby's kitty, asleep too.  
What fun they have when they play !  
The baby likes his kitty as a girl likes  
her doll.

What name do you wish the baby to  
have ?

## LESSON 40.

I should like to see the baby awake.

Come in the morning and you may see him.

Then the sky is like an open door ;  
the light comes in, and we can see as we  
could not see at night.

Who do you think the baby is ?

He is May's brother.

She thinks there is no baby like him  
in all the world.

If he were your brother you might  
think so too.

For it is love that makes her think so.

Oh, baby is awake. How bright he  
is !

Do you think he will play with the  
ball or with kitty ?





## LESSON 41.



Star light, star bright,  
First star I see to-night ;  
I wish I may, I wish I might,  
Have the wish I wish to-night.

How many stars are in the sky ?  
More than you can count, or I.  
How many drops are in the seas ?  
How many leaves are on the trees ?  
How many grains of sand on the shore ?  
Count all you can, and there are more.

If all the world were apple-pie,  
And all the sea were ink,  
And all the trees were bread and cheese,  
What should we have for drink ?

## LESSON 42.



Good-morning, May. Would you like an apple?

Thank you, John.

If you are as fond of apples as I am, you will like this one.

It is a fine one. I will give some of it to my doll.

What is your doll's name?

It is Anna. Anna, say "Thank you, sir," to John.

Will you say "thank you," May, if I open the gate for you?

I will thank you to open the gate for me, John.

My! what fine words we say all the time!

### LESSON 43.

(To the Teacher: Each dash stands for a word.)

*Give the name of the boy who opened the gate.*

The boy's name is John.

*What did he have in his right hand?*

He had — — in his right hand.

*Tell me what he had in his left hand.*

He had — — in his left hand.

*Who saw John?*

May saw him.

*Why did May say "Thank you, John"?*

John gave her an apple and opened the gate for her.

*Did May like apples?*

Yes, she told John that she was fond of them.

*Did May eat all of the apple?*

I think not. She was going to give some to her little brother.

*What do you think John was going to do?*

I think he was going to play ball.

*Why do you think so?*

#### SILENT READING.

I write "thank you" on my slate.

My right hand has a ball in it.

I open the door with my left hand.

I write four words that are in this lesson.

My two hands are open.

I tell you your name.

I name the tree that has apples on it.

I leave my slate on the table.

## LESSON 44.

I will tell you what I saw one fine day. It was a bright morning. I was sitting under a big tree. A little boy had just fed his hens with some grain. There were four hens and five little chickens. I looked to my right, and there was a pretty little rabbit. I think he wished that he too might have some of the grain. Just then



I looked to my left, and there was a dog. The rabbit did not see the dog at first. But when the rabbit did see him, oh! how he ran. I wish you might have seen him run: He looked like this.



## LESSON 45.

There was a funny part to the last story. I did not have time to tell you about it; but this is what I saw when the rabbit was running away.

The dog had not seen the rabbit, but he came to the place where I was sitting.

Now, May's kitty was under the tree with me. As soon as she saw the dog, she jumped at him with all her might.

The dog just stood and looked at her as if to say, "Why! what is this?"

So the little rabbit had time to run away.

You may well think I was glad at that.

#### SILENT READING.

I give you my cap.

I lay a top in the cap.

I put the flag just to the right of the box.

I have a cap in my left hand.

#### LESSON 46.

Here is a sentence about a box.

"This box is a little box."

This is a sentence about a ball.

"I have a ball in my hand."

If I wish to write a sentence about myself, I can write "I am a boy."

Now, you may write a sentence about a boy and his top.

Write a sentence about a girl and her doll.

## LESSON 47.

### KITTY'S STORY.

I will tell you a story about myself.  
I am a cat. My name is Kitty.

One day I was asleep on a chair. Cats like to sleep on chairs.

But my eyes were partly open. Cats sleep with their eyes partly open.

In came a boy with a top. Boys like tops.

He had a string in his hand. I saw him wind the string round the top.

Then down went the top on the floor. I jumped.

The top went round and round and round, and said buzz, buzz, buzz.

There stood the boy with the string in his hands. How did he make the top spin ?

I think and think about that top.

Write the words :

top	wind	chair	string
boy	name	round	sleep
how	spin	stood	myself

## LESSON 48.

### THE RABBIT'S STORY.

One bright morning, as I was going jump, jump around a big tree, looking for water to drink, I saw a cat, a white cat, sitting under the tree.

Now I do not like cats. I have been told they eat rats. I am not a rat, I am glad to say. But if they eat rats why should they not eat rabbits, too?

Well, I stood right where I was and looked at the kitty. She did not see me. She was looking to the left. Who could be there?

I looked, too. What did my eyes see? A dog, a big black dog!

Now cats are cats. They may be fond of rabbits for all I can say. But dogs!

When I saw that dog, I said to myself, "Sir, it will be no fun for you if that dog sees you."

I gave one more look. The dog was not asleep; no, he looked as if he were about to jump and run.

That is what I did. I did not count



one, two, three, but I gave one jump ; then I ran, I jumped, I went just as if that dog had seen me, or as if the cat were going to tell the dog about a pretty rabbit she saw.

I am here to tell this story, so I think the dog did not see me, and the cat did not tell the dog I was there.

That is all I have to say.

#### SILENT READING.

I write a sentence with the word “ funny ” in it, and I tell what it was that said “ buzz.”

I wind a string round my left hand.

I make a sentence about “ baby ” and the “ floor.”

I come to you and say “ Thank you.”

I put my cap upon the table.

I tell you what day it is.

I open my book at the last part.

I come when you call me.

Write the following words :

pie	light	brother	give	partly
cup	away	world	gate	awake
love	John	make	down	thank

## LESSON 49.

“ Little bird, little bird, why do you fly  
Into the barn, out again, up to the  
sky ?



“ The barn door is open, you fly to the  
hay,  
Do you like, as I do, to play all the day ?

“ Is the hay good to eat, or is it for fun,  
That you fly in and out, as John and I  
run ?

“ Why ! there's some in your mouth,  
and away you fly  
To the right, to the left, up, up to the  
sky.

“ Oh no, little bird, you fly, now I see,  
Up to the top of the big apple-tree.

“ Round and round and round you fly,  
Tell me about it, come, tell me why ! ”

The little bird flew into the barn once  
more ;

I saw him fly past the open door.

I ran after to look for him, when  
Out he came with some hay again.

## LESSON 50.

“ Little girl, little girl, can you not see  
Why I fly about and up in the tree ?

“ Dear, dear, I wish you could fly,  
Then I should not have to tell you why.

“ If you could fly away with me,  
And look at the top of the apple-tree,

“ You would see what I do with the hay  
I bring,

With sticks and leaves and Harry's string.

“ I am making a nest in the apple-tree.  
When the nest is made, oh, then you  
will see

“ Eggs in the nest, one, two, three, four ;  
I do not think there will be more.

“ Now do you wish me to tell  
you why



I flew as if I were going to the sky ?

“ To the right, to the left, up, up and  
away

To the top of the tree with my leaves  
and hay ?

“ It was because an owl in the tree  
Sat looking, looking, looking at me.

“Owls have eyes, but I have  
heard some say



They cannot see so well by day.

“It may be so, but I have heard  
That an owl if he can will eat a bird.”

“Little bird, little bird, fly, fly away,  
And make your nest of leaves and hay.

“I will speak to Harry and John and  
Dan

And tell all the boys as well as I can

“What you said of your apple-tree nest  
to me,

And say, Do not rob the nest, but see  
How many birds will fly out of the tree.”

## LESSON 51.

(*To the Teacher:* Each dash stands for a word.)

The eggs are down in the ———.

The eggs ——— in the ———.

The bird flew to the ——— and took  
some ——— in her ———.

The ——— made a nest out of ——— and  
——— and ———.

A cat saw a ——— spin on the ———.

The cat's eyes were ——— open and the  
boy had a ——— in his ———.

The rabbit ——— when he saw  
the ———, but the ——— did not ——— the  
———.

SILENT READING.

I write my name on my slate and lay  
the slate on the floor.

I lay my left hand, partly open, on the  
top of the table.

I tell you what I see in the nest.

I go to the table and take the book  
away with me.

I take the flag up and it falls to the  
floor again.

I write the sentence, "An owl eats  
rats and mice and birds."

I write a sentence about a picture.

I go round the chair and then go to  
the table and take a book.

I write a sentence about hay.

I come up to you and tell you what  
my name is. Then, I sit down again.

I put a pin upon the table and then  
take it again.

I write a sentence with "thank you"  
in it.

## LESSON 52.

Harry has a big black dog and is very fond of him. He calls him True.

He gave him that name because he says the dog is true to him.

It came about that Harry was sick, and True came to see him every morning. He would go up to Harry and look at him and say "Bow-wow."

In this way he told Harry how sorry he was for him. Or, did he say "Come out, Harry, and play with me?"

One day True went in to see Harry, and found him so sick that he could not speak. The dog went away very sorry.

He went to the barn and lay down on the hay, but he could not sleep. All that day and night he was awake and thinking of Harry.

Harry was very sick that day. But his mamma was a good nurse, and she did just what was right for him. When night came he was better and fell asleep.

In his sleep he was dreaming that his eyes had been put out, that his hand

was in True's mouth, and that True was leading him.

Just then Harry's eyes opened, and what do you think? There stood True looking at him.

True could not sleep, so when it was light in the morning he came to see if Harry were better. When he saw that Harry could speak to him, he said "Bow-wow" again. This time I think he said, "I am very, very glad you are better. Now, come and play."

---

Write a sentence about a boy and an apple.

Write one about Dan and his slate.

Write one about May and the baby.

Write one about the little rabbit.

Write sentences about

a star ;	a boat ;
a cat ;	a flag ;
a top ;	a tree ;
a hat ;	a chair ;
a table ;	a dog.

## LESSON 53.



Good-morning, Ned.

Oh, Harry, is that you? What a long time you have been sick. Well, I am glad to see you out again.

Thank you. Mamma said I could go out a little way; so I came to thank you for sending me that orange. It was a very nice one.

Do you like oranges as well as you do candy?

No, but when you get sick no one



will give you candy. Now that I am well I think I must have some.

All right. When you wish some candy, just come here. Do you see those boxes over there?

Yes, what is in them?

Inside this one there is candy; that one has apples, and that has some bread.

How much is the candy?

A cent a stick.

And how much are the apples?

Well, apples are dear now; you may have one for two cents.

And the bread?

Oh, the bread is not much; a cent for all there is in the box.

One cent, two cents, one cent. That makes four cents, and I have just five.

Hand over your five cents, Harry, and I will give you a stick of candy, an apple, all the bread, and one penny. I call cents pennies.

You are a scholar, Ned. Four from five leaves one. I will give the bread to True, the apple to mamma, and the candy—I think I will take the candy. I am well now.

## LESSON 54.

### PHONIC EXERCISE.

(See Lesson 35 for directions.)

ask	it	air	up	or
b---	f--	h---	c--	f--
c----	h--	p----	s--	n--

run	is	out	door	pond
f--	h--	ab----	fl----	f----

tell	see	book	fine	could
w----	tr--	l----	l----	w-----
f----	thr--	t----	m----	sh-----

(*To the Teacher:* After the phonic drill, let the pupils write the words.)

## LESSON 55.

### SILENT READING.

1. Tell why the bird flew to the barn.
2. Why did the bird fly about so?
3. How did the bird take the hay to her nest?
4. What boy was very sick?
5. What did True mean when he said "Bow-wow"?

6. What did Harry thank Ned for?
7. Who was Harry's nurse and what did she do for him?
8. What would the bird say if she could speak?
9. What did Harry wish to do with his candy?
10. How many cents did he give Ned?
11. What did Harry dream?
12. What was the bird's nest made of?
13. How did True show that he was happy when Harry was better?
14. Were the eggs so dear to the bird because by and by there would be as many little birds?
15. Why did the bird wish that the owl should not see her?
16. Why did Harry call Ned a good scholar?
17. How many pennies did Harry pay for an apple?
18. Write every word in this line.
19. Lay your book upon the table and then take it up again.
20. Who said he was glad to see Harry out again?

## LESSON 56.



### THE LITTLE BOY'S DREAM.

A little boy was dreaming  
Upon his nurse's lap,  
That the pins fell out of all the stars,  
And the stars fell into his cap.  
So when his dream was over,  
What did that little boy do?  
Why, he went and looked inside his cap,  
And found it was not true.

A little boy went into a barn,  
And lay down on some hay;  
An owl came out and flew about,  
And the little boy ran away.

## LESSON 57.

(*To the Teacher:* The teacher places a fan, by turn, in the different positions indicated by the answer given to the question which is asked each time, and requires the pupil to answer with the emphasis laid on the appropriate word or words.)

Where is the fan?  
The fan is in my hand.  
It is on the table.  
It is under the table.  
It is on the floor.  
Now, it is in your hand.  
The fan is put away.  
It is taken out again.  
It is given to a girl.  
Now, the girl does not have it.  
Another girl has it.  
What shall I do with the fan next?  
You may give it to me.  
Shall I open it?  
Yes, you may.  
Shall I close it?  
If you please.

## LESSON 58.

Write a sentence about each of these pictures.



### SILENT READING.

I have a fan in my hand.  
My hand is on the fan.  
The fan is in the box.  
I take the fan out of the box.  
I fan myself.  
I fan the teacher.  
The teacher has the fan.  
I take it from the teacher.  
I put the fan on the book.  
The leaf is on the table.  
The picture is in the book.  
I look into my cap.  
I put my cap away.  
I write these two lines :

Apples and oranges two for a penny,  
It takes a good scholar to count as many.

## LESSON 59.

(*To the Teacher* : This exercise is designed to be read by the pupils, one reading the question with the proper emphasis and another the answer.)

What was the little boy doing ?

The little boy was dreaming.

Where was the boy dreaming ?

He was dreaming upon his nurse's lap.

Upon whose lap was he dreaming ?

He was dreaming upon his nurse's lap.

Who was dreaming ?

A little boy was dreaming.

What kind of a boy was he ?

He was a little boy.

When his dream was over, what did he do ?

He looked inside his cap.

What was he looking for ?

He was looking for the stars.

Why was he looking for the stars ?

He dreamed that the stars fell.

Why did he think they were inside his cap ?

He dreamed that they fell into his cap.

Did he find the stars in his cap ?

No, his dream was not true.

## LESSON 60.

### SILENT READING.



Take a pin and point to the mamma  
in the picture.

Put your finger on the dog.

Point your finger at the boy.

Show where the fan and the mat are.

Point to the lamp and to a picture.

Show where the place for the fire is.

Hold up a finger for each book.

Point the pin at the baby.

Find the box of candy.



## LESSON 61.

(*To the Teacher* : Questions not answered in the text may be answered by the pupils either orally or in writing, at the discretion of the teacher.)

How many persons do you see in the picture we have just had ?

I see three persons, a mother, her baby, and a little boy.

Let us give the boy a name.

Well, what shall we call him ?

John, I think, is a good name for a boy.

Very well, his name shall be John.

What is John doing ?

With what is the cat playing ?

How many living things do you see in the picture besides the persons ?

I see two, the dog and the cat.

On what is the dog lying ?

What do you see on the table ?

What is on the lamp ?

What is on the wall ? Where is the ball ?

Name what else you can see.

Who is it that belongs here, and yet cannot be seen in the picture ?

It is John's father. He is not at home.

What does John call his father?

John calls his father "papa."

## LESSON 62.

### SHORT SAYINGS.

As light as day.

As white as snow.

As black as a crow.

As bright as the sun.

As black as ink.

We will hear a little more about John's father.

We said he was away from home.

He was a very long way from home, for he was in the city of London.

Can you tell where that city is?

We will hear what John's father wrote to John.

DEAR JOHN, — I have been away from home longer than I like ; and I cannot come to you for many, many days. So I leave you to take care of mother and

sister till I come. When you rise in the morning, go in and peep at the baby in her little bed to see if she is all right.

Good-by, PAPA.

And here is what John wrote.

DEAR PAPA, — Please come home soon to John.

### LESSON 63.

Another letter from John to his Papa.

*My dear Papa.*

*Mamma and sister are well.  
I will take good care of them till  
you come home, just as I told  
you I would.*

*I wish you could come soon.  
I want to see you and tell you so  
many things.*

*Baby can not walk yet. I*

stand her up by a chair every day. That will make her limbs stronger, mamma says.

Then when papa comes home she can walk to him. Oh! will not that be fun?

That little bird flies now. You said it would fly soon. I do not think it sleeps in its nest now.

It comes to the door every morning with the old bird. I take baby to the door so she can see me feed them. The little bird says "peep, peep." I think it means to thank me. Then it flaps its little wings and flies away.

*Well, I will tell you the rest  
when you come. Do come soon.  
Your own John.*

## LESSON 64.

### PLAYING SCHOOL.

*(To the Teacher : Let each pupil in turn act the part of teacher, and call upon any other pupil to answer the question asked.)*

The teacher says I am to be teacher first. So please tell me this : How many days would it take you to walk from here to the city of London ?

Oh, we could not walk. Why, London is over the sea.

I come next. What is it besides the sun that gives light ?

A lamp gives light.

Is there not something else ?

A fire gives light.

Please tell me another thing. Where does the light in the lamp or the fire come from ?

It comes first from the sun.

Can you show me how?

No, not yet, but I shall find out some time from a book, or else my father will tell me.

How would you put a fire out?

With water.

What if there were no water?

Well, if there were snow I would make snow-balls and fire them at it.

What living things can you see from where you stand?

I see a teacher, and a play-teacher, and boys and girls.

Can you see anything else?

Yes, I can see flies.

I will say some lines about a crow.

A big black crow on the limb of a tree.

What do you think that crow can see?

He sees the sun, and he means to fly

Right up, up, up, to the sun in the sky.

If his wings had been stronger

My story would have been longer.

Now I am teacher. You may all close your books, and take your slates and

write these words. Each may write three words.

fan	taken	given	keep	belongs
own	person	finger	kind	mother
bed	point	home	hold	sister
rise	want	rest	care	flaps
feed	peep	papa	soon	snow

## LESSON 65.

### THE BIRD AND ITS NEST.

What does little birdie say,  
In her nest at peep of day ?  
“ Let me fly,” says little birdie ;  
“ Mother, let me fly away.”  
“ Birdie, rest a little longer,  
Till the little wings are stronger.”  
So she rests a little longer,  
Then she flies away.

What does little baby say,  
In her bed at peep of day ?  
Baby says, like little birdie,  
“ Let me rise and fly away.”  
“ Baby, sleep a little longer,  
Till the little limbs are stronger.”  
If she sleeps a little longer,  
Baby, too, shall fly away.

## LESSON 66.

### THE GAME OF MAKING WORDS.

(*To the Teacher* : A familiar game may be introduced now or later. A word is written upon the blackboard, as for example the word *carpet*, and the children are given three minutes in which to write out all the words beginning with *c* which can be made from the letters in *carpet*, as *car*, *cat*, *cap*, *cape*. At the end of the time, each child in turn reads his list, and each is credited with the number of words he has found and written. Then *a* is taken, and the same process gone through, in the same time, and so on through the word. Then the number of marks is counted to see who has the most. It may be found a help to use the game of letters for this purpose, giving to each the separate letters and letting him arrange them in different combinations. Simple words are the best ; examples are *carpet*, *garden*, *barrel*, *maiden*. From time to time the game may be played and longer words given, as the children become more familiar with the combination of letters. Some of the words which can be made out of the word *carpet* are given below.)

#### *Carpet.*

car	ace	race	pace	ear	tap
care	act	rap	part	eat	tape
cap	ape	rat	pat		tar
cape	apt	rate	pea		tea
caper	are	reap	peat		tear
cart	art		pear		trap
cat	at		pert		
crape	ate		pet		



## LESSON 67.



(To the Teacher : Let the pupils look carefully at this picture, and each in turn tell what he sees in it. Then require them to fill out first in reading, afterwards in writing, the following incomplete sentences, providing a word wherever there is a dash.)

I see ——— ———.

The girl has ——— ———.

The boy has ——— ——— in his hand.

The rabbit wishes the ———.

The ——— is on the barrel.

It is a ——— rabbit.

The boy ——— his cap on.

The girl ——— the cat in her arms.

One rabbit is in the ———.

## LESSON 68.

### SILENT READING.

(*To the Teacher:* The answers, which should be complete sentences, may be given orally or in writing at the discretion of the teacher.)

What has the girl in her arms?

What has the boy in his hand?

What is on the step?

What has the boy been playing with?

How many rabbits are there?

What is on the barrel?

What is near the barrel?

What are on the tree?

What has the girl on her head?

What has the boy on his head?

What is near the bat?

What is on the fence?

Where is the cat?

Where is the flag?

Where is the boy's cap?

Where is the bird?

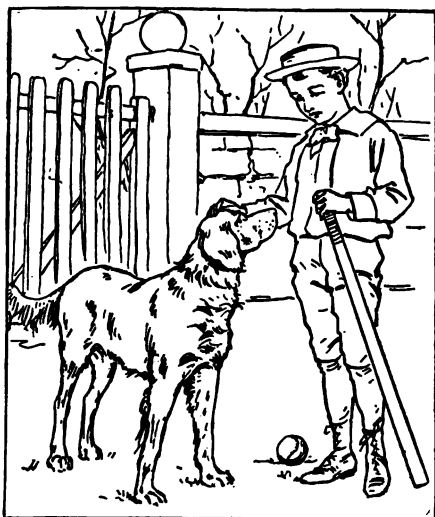
Where is the doll?

Where is the leaf?

What does the rabbit want?

Name the five living things that you see in the picture.

## LESSON 69.



*Ben.* Poor Bun, good dog! did you think I meant to hit you? No, indeed. I hit my ball, and you were too near the bat. I am very sorry. I will try to be more careful next time.

*Bun.* Thank you, master. You hurt me, but you did not mean to. I can only say "bow-wow," but I can look "thank you," and I can wag my tail "thank you."

*Ben.* Bun wags his tail. He knows what I say.

## LESSON 70.

### THE WIND AND THE SUN.

The Wind said to the Sun :

“I am stronger than you.”

“Not so,” said the Sun. “I am the stronger.”

“Let us see,” said the Wind.

Just then a man came by. He wore a cloak.

“I can tear that cloak off,” said the Wind. So the Wind blew and blew.

But the harder the Wind blew, the closer did the man hold his cloak.

“Now let me try,” said the Sun. So the Sun beat on the man’s head.

Then the man grew so hot that he took his cloak off.

“You see,” said the Sun, “I am the stronger.”

Write on your slates .

What the wind said to the sun.

What the sun said to the wind.

What the man wore.

What the wind did.

## LESSON 71.

(See Lesson 35 for directions.)

lay	wing	night	ran
h --	th ---	l ----	p --
m --	str ----	m -----	c --
s --	br ----	r ----	f --
w --	r ----	br ----	D --
pl --	fl ----	fr ----	m --
aw --	st ----	s ----	th --
told	kind	each	snow
h ---	f ---	t ----	cr --
c ---	m ---	r ----	gr --
f ---	gr ---	b ----	fl --

### SILENT READING.

I show how the bird flaps his wings.

I open my book to the place where  
there is a picture of an owl.

I walk to the table and get my own  
book.

I walk three steps toward you.

I point to the picture of a barrel.

I point my finger toward a shelf.

I place my chair on the mat.

I write the name of the last story.

## LESSON 72.

### SHORT SAYINGS.

As clear as day.

As hot as toast.

As dark as night.

As hard as a rock.

As bright as a dollar.

As light as a feather.

As hard as flint.

If bees stay at home,

Rain will soon come.

If they fly away,

Fine will be the day.

### SILENT READING.

Name three things that the door has.

Give the names of three things that  
a chair has.

Name three things that a book has.

Name three things that a cat can do.

Name three things that a dog can do.

Name four things that a bird can do.

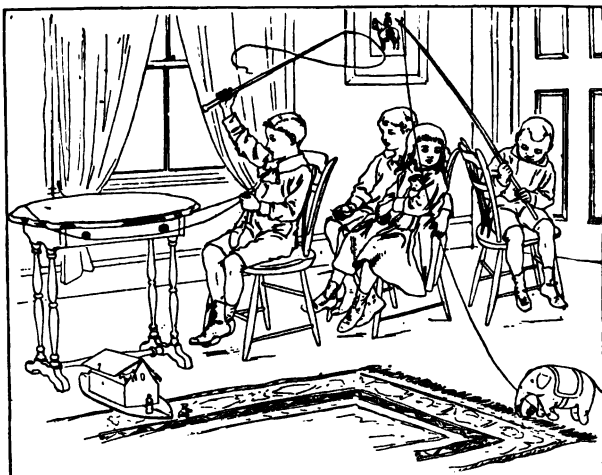
Name two things that a horse can do.

Name two kinds of flowers.

Name two kinds of berries.

Name five things that a boy can do.

## LESSON 73.



(*To the Teacher* : Let each pupil pretend that he is one of the figures in the picture. Then let him write out what he is and what he is doing. Thus : I am a boy. My name is Jack. This table is my horse, and I am driving him as fast as I can make him go, etc.)

I am fishing.

I have caught something big. I think it must be a whale.

What a fine party we are having. Jack, I am glad you have a birthday.

Here we go on my birthday ride. Get up, my fine horse.

When my birthday comes I am going

to have a party out of doors. My birthday is in May.

Your horse does not make the dust fly very much, Jack. Make him go a little faster.

Oh, now he goes. I am glad we are not out in the street. The dust would fill our eyes.

We go so fast, I feel "as light as a feather." I wish my sister were here.

John's sister is here. John has his arm around her so she shall not fall off the seat.

"I think there will be snow," says John, when my birthday comes. I will get papa's horses and take my sister and Jack and Harry for a long ride.

The bee stays at home.

The bees —— at home.

The sun is "as hot as ——."

You are "as bright as a ——," to-day.

The dust fills our eyes.

The dust will —— the room.

The man wore a ——.

Which was stronger, the wind or the sun?



## LESSON 74.

(*To the Teacher:* Let the pupils read the following questions and answer them either orally or in writing. The questions and answers contain all the new words in the last ten lessons.)

1. When does your birthday come?
2. Why do you beat a carpet?
3. How many steps does it take to go from the door to the table in this room?
4. What good does a fence do?
5. What kind of berries do you like to eat?
6. When you have been fishing, have you caught anything?
7. In the story the sun beat on the man. What did the wind do?
8. What makes flowers come up, the rain or the sun?
9. Who was Bun's master?
10. What is toast made of?
11. How many cents are there in a dollar?
12. Is a rock harder than an egg?
13. Do you keep bees?
14. How does a mother hold her baby?
15. Did you ever try to fill a barrel and then head the barrel?

16. If you hit your hand with flint will it hurt you?

17. What made the man hold his cloak closer about him?

18. Are you hot when you are near a fire only?

19. What is meant when we say "keep dark"?

20. Why should you be careful not to sit out in the rain?

21. A hen has feathers. What does a dog have?

22. A dog knows his master. How does he show it?

23. Why do you say "poor dog" when a dog is hurt?

24. Jack is another name for ----.

25. When do you take your hat off?

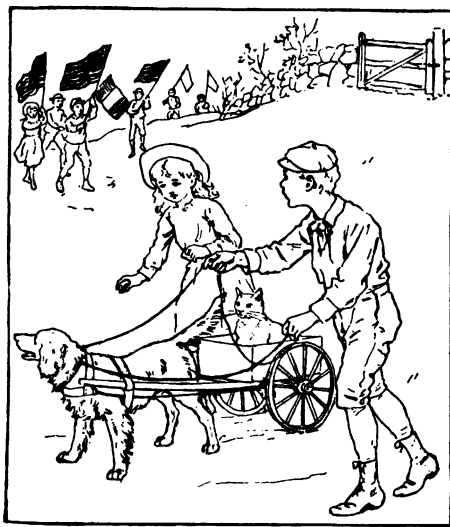
26. If you keep books on a shelf, what kind of a shelf do you call it?

27. Is a whale a fish?

28. Will you please write these words on your slate?

indeed	something	stay	party
having	toward	wore	seat
grew	fast	horse	faster

## LESSON 75.



“Fourth of July!” That is what Dan says. And Mary says, “Get up, Don!” Kitty says, “Don is my horse, and all the boys and girls are marching after me with flags in their hands. I am an old soldier. I heard Mary say so. My real name is Kitty; but I can play I am an old soldier. I hope Don will run with my cart. I am sitting on a good seat and I shall not fall off. Now, Don, run just as fast as you can. Dan, I wish the boys with the flags would try to keep up with Don.”

## LESSON 76.

Do you have birthdays?

How often do they come?

What do you do on your birthdays?

In what town do we live?

In what State is it?

The States are all in one country or Nation. You may tell the name of the Nation.

The name of the whole country or Nation is the United States.

What is the birthday of the United States?

How often does it come?

What do the people of the United States do on the birthday of the Nation?

Please tell us what you did last Fourth of July.

Who is called the "Father of his Country?"

George Washington is called the "Father of his Country."

When is George Washington's birthday?

George Washington's birthday is in February.

On what day of February is it?

## LESSON 77.

The cow says "moo, moo."

The kitten says "mew, mew."

The dog says "bow-wow."

The chicken says "peep, peep."

The sheep says "baa, baa."

The hen says "cluck, cluck."

The duck says "quack, quack."

The cock says "cock-a-doodle-doo."

I say "good-morning," "good-night,"  
"thank you," "how do you do?" "good-  
by," "if you please."

---

Write a sentence whose first word  
is "you."

Write a sentence whose last word is  
"girl."

Write a sentence with the words  
"hand" and "on" in it.

Write a sentence ending with "table."

Write a sentence beginning with the  
word "give."

Write a sentence ending with "shelf."

Write a sentence about the Fourth  
of July.

Write a sentence about a soldier.

## LESSON 78.

(*To the Teacher:* This exercise should be read on a pleasant day.)

Good-morning ! that is what the sun says this morning. It shines into the room and makes all things bright and cheerful. The sky is clear, the sun shines, and you and I are glad. By and by the clouds will fill the sky. Then we shall not see the sun ; the rain will fall from the clouds and the day will be dark. How much the sunshine does to make us bright and cheerful ! Some boys and girls come into a room just as the sun comes in, and say " Good-morning " in the same bright, happy way.

How beautiful is the rain !  
After the dust and heat,  
In the broad and fiery street,  
In the narrow lane,  
How beautiful is the rain !

### SILENT READING.

I stand in the sunshine.  
I look away from the sun.  
I walk away from the sun.  
I walk into the sunshine and out again.

## LESSON 79.

(See Lesson 35 for directions.)

shore	long	make	peep
m ---	str ---	t ---	k ---
st ---	s ---	st ---	sh ---
sc ---	wr ---	c ---	st ---
fed	flew	cap	fill
l --	bl --	l --	b ---
N --	gr --	m --	w ---
b --	m --	g --	t ---
r --	st --	r --	k ---

The soldiers are marching up the street.

The beautiful clouds are in the sky.

I will take my dollar and buy me a sheep.

A man and his wife are sitting on the narrow seat of a cart.

Kitty took a ride in a cart. The cart had two wheels.

A wheelbarrow has but one wheel.

The sun forced the man to take his cloak off.

The sun had a strife with the wind.

The "Father of his Country" would not tell a lie.

## LESSON 80.

When I was a little boy  
I lived by myself,  
And all the bread and cheese I got,  
I put upon the shelf.

The rats and the mice,  
They made such a strife,  
I was forced to go to London town,  
To buy me a wife.

The streets were so broad,  
And the lanes were so narrow,  
I was forced to bring my wife home  
In a wheelbarrow.

The wheelbarrow broke,  
And my wife had a fall;  
Down came the wheelbarrow,  
Little wife and all.

(*To the Teacher* : It is of advantage now and then to read aloud to the children from some book which they are to take up after completing the *Primer and Reader*, thus giving them a foretaste of pleasure. At this point, for example, might be read the story of Dick Whittington and his Cat from *Fables and Folk Stories*.)



## LESSON 81.

### WHAT IS MY THOUGHT LIKE?

(*To the Teacher:* Divide the class into two sections, and let questions and answers be read in turn by the members of the two sections.)

I am thinking of a thing you have all seen.

What is it made of?

It is made of wood and of straw.

Can it stand up?

No, it cannot stand up by itself.

Can you make it stand up?

Yes.

Is it flat?

It is partly flat, partly round.

Has it legs?

It has one leg, and that is its handle.

How tall is it?

It is taller than you are.

Can it walk across the floor?

We can make it go across the floor.

Is it a broom?

It is a broom.

(This game can be played without a book, one section choosing a word, and the teacher writing the successive answers on the blackboard.)

## LESSON 82.



Rock-a-bye, baby, on the tree top ;  
When the wind blows, the cradle will  
rock.  
When the bough breaks, the cradle will  
fall ;  
And down come cradle, baby and all.

---

Write on your slates the names which  
you would like to give to the three boys  
in the picture.

Guess and write on your slate what  
kind of bird was in the nest.

## LESSON 83.

How often do you think the name of Washington has been given to places in the United States?

Is there a state with that name?

Do you think of any town or city so named?

Have you heard of a Washington Street?

No one could say how many boys in the whole country from the beginning of the nation have been named after George Washington.

Do they all have their birthdays, do you think, on February 22?

Write on your slates :

What the cock says.

What the hen says when she calls her chickens.

What the sheep says.

What the cow says.

What the kitten says.

What the duck says.

What the dog says.

How many wheels has a wheelbarrow?

How many wheels has a cart?

What do you call the part of a wheelbarrow you take hold of when you wish to make it go ?

Name something that has legs.

Name some animal that has legs.

Name a handle made of wood.

What makes heat ?

#### SILENT READING.

I count the steps I take when I walk across the room.

I stand beside a boy who is taller than I.

I push the broom across the door mat.

I lay something flat on the table.

I write a sentence beginning with "when" and ending with "blows."

I tell what day in July is the birthday of the nation.

I name a real old soldier I have seen.

I tell what mothers do to cradles.

I hand my book to a girl named Mary.

I write three sentences, one with "by" in it, another with "buy," and one more with "bye."

## LESSON 84.



Name all the things you can see in this picture, and write the names on your slates.

Write words in place of — —.

The girls are — — —.

The boy is — — — —.

The hen and her — — — —.

The can is — — —.

The bird is — — —.

The squirrel is — — —.

The boy has — — — — —.

The barrel — — — —.

Here is another boy. We have had Dan, and Harry, and Jack, whose real name is John, and Ben. This is Fred.

In the picture we have just seen, Fred is on his way to school with Mary and Anna.

It is spring, but the leaves are not yet out.

The chickens are out of the eggs, and the hen is clucking to them.

If you were to open the gate and go into the fields you would see some lambs and hear them bleating.

The birds, too, sing, and it seems to me that the two girls, as they walk, are having a happy time, from the way they look.

What is Fred doing? He has stopped to look at a squirrel in the tree. He thinks it the prettiest squirrel he has ever seen.

That is partly because the squirrel will not come down, and it is time to go to school.

If you look you will see the school-house, but you will not see it, if like Fred you stand with your back to it.

## LESSON 85.

### WHAT COLOR IS IT?

(*To the Teacher:* Let each pupil select one of the following colors and write on his slate a sentence having the name of an object of the color chosen. For example: The apple is red.)

white  
green  
brown

black  
blue  
yellow

red  
pink  
orange

### SILENT READING.

I put a piece of white paper on the table.

I have some brown paper in my hand.

The orange is on my slate.

This piece of paper is blue.

I give you a piece of green paper.

I lay a black cap on the table.

This is a pink ribbon.

I go and get a piece of yellow paper.

I put on the table two pieces of paper ;  
the color of one is red, and that of the  
other, orange.

I have here the three colors, red,  
white, and blue.

## LESSON 86.

Let us give the color of some things that we know about.

The grass, in the spring of the year, is green. The sky is blue. Snow is white.

What is the color of your slate?

What is the color of the wall?

What is the color of the door?

Name the color of the school-house.

What is the color of the ground in the fall of the year?

Tell what is the color of your shoe.

What is the color of your eyes?

Give the color of the eyes of the person who sits next to you in the class.

Name five things which are red.

Name three green things that you have seen growing.

Name something that has beautiful brown colors, and that we see every fall.

What color do the clouds have just before a hard rain?

My sister has a pink dress, a blue hat, a brown cloak, and a red ribbon, but she does not put them all on at the same time. They would not look pretty.



## LESSON 87.

### COUNTING RHYME.

One, two,  
Buckle my shoe.  
Three, four,  
Shut the door.  
Five, six,  
Pick up sticks.  
Seven, eight,  
Lay them straight.  
Nine, ten,  
A good fat hen.

One, two, three, the bumble bee,  
The rooster crows and out goes he.

### SILENT READING.

Go to the door and shut it.  
Count out nine sticks and put them  
on the desk.  
Walk to the desk and get a book.  
Name six straight things that are  
made of wood.  
Give the book you have to the person  
on your right.  
Count ten things in the room.

## LESSON 88.

### THE EGG IN THE NEST.

There was a tree stood in the ground,  
The prettiest tree you ever did see ;  
The tree in the wood, and the wood in  
the ground,

And the green grass growing all around.

And on this tree there was a limb,  
The prettiest limb you ever did see ;  
The limb on the tree, and the tree in  
the wood,

The tree in the wood, and the wood in  
the ground,

And the green grass growing all around.

And on this limb there was a bough,  
The prettiest bough you ever did see ;  
The bough on the limb, and the limb on  
the tree,

The limb on the tree, and the tree in  
the wood,

The tree in the wood, and the wood in  
the ground,

And the green grass growing all around.

Now on this bough there was a nest,  
And in this nest there were some eggs,

The prettiest eggs you ever did see ;  
Eggs in the nest, and the nest on the  
    bough,  
The bough on the limb, and the limb on  
    the tree,  
The limb on the tree, and the tree in  
    the wood,  
The tree in the wood, and the wood in  
    the ground,  
And the green grass growing all around,  
And the green grass growing all around.

SILENT READING.

I stand by the window.  
I put some stones on the top of the desk.  
I point to some glass.  
I tell how I could break the glass.  
I tell you why glass is put into the  
window.  
I count the corners in this room.  
I go to one corner and then back to  
my seat.  
I point to the end of my pencil.  
I pick up something that is green.  
I tell what is the color of gold.  
I name three things of three colors.

## LESSON 89.

Let us make some lines about colors.  
You can put in the last word.

The fields are green, the sky is blue,  
Every one seems happy. Are not ---?

When the green grass in the field is cut  
down,

Then it is hay, and its color is-----.

Gold is yellow, and silver is white.

What is the color of the stars at-----?

When to your father a letter you write,  
The ink is black, and the paper is-----.

Pinks are growing in the garden bed.

Do you think you can tell their color  
from ---?

Now see if you can tell what words  
are left out in these lines.

There were ---- squirrels up in a tree.  
One came down, and then there were  
three.

Nine little chickens belong to one hen,  
Hen and chickens all told make ---.

Six little girls in a class at school.  
--- little boys came in one day,

Then there were — — — — little boys and  
girls

When they all went out to play.

Seven fat hens and a rooster straight  
Walked into the house, and that made

— — — —.

The hen lays eggs, one, two, three, four,  
Fred wants five, so she lays — — — more.

In the fields the lambs are bleating ;  
What do you think the sheep are  
— — — — — ?

Did you ever pick flowers in a glass  
house ?

What part of the year do you like  
best ?

When you sit at your desk, it is well  
to have the light come from a window  
on your left.

What is the prettiest flower you have  
ever seen ?

Do you like better to write on your  
slate with a pencil or to write on paper  
with ink ?

If you can have only a ribbon of grass  
before your house, have that.

Stones are in their place in a wall. A boy's hand is a poor place for them.

What do you think is the prettiest color for a dress?

Can you tell a bumble bee from a real bee?

Do people have buckles on their shoes now?

When you go to school, do you go straight, or cut across corners?

## LESSON 90.

### SILENT READING.

Write the names of eight persons.

Take your pencil with your thumb and forefinger.

Write "All work and no play makes Jack a dull boy."

Put both your thumbs on your book.

Name something that is made of silver.

Tell the kind of weather we are having to-day.

Give the name of something that is sweet.

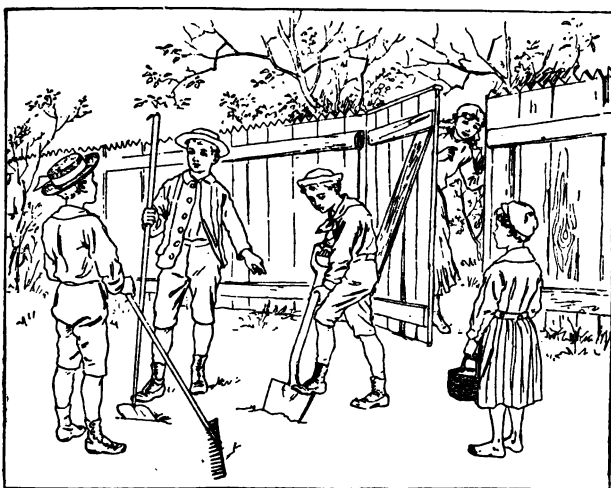
Tell your teacher that you have learned your lesson.

Write the words: thumb, work, dull, silver, sweet, weather, and done.

# PHONIC EXERCISE.

class	old	blows	pink
gr---	c---	gr---	th---
gl---	g---	cr---	dr---
p---	h---	fl---	l---
town	fall	sing	wife
d---	w---	spr---	str---
cr---	b---	br---	l---
br---	st---	str---	kn---
school	play	name	sheep
sp---	c---	f---	sl---
st---	s---	g---	k---
c---	de---	l---	p---
slate	place	night	kind
f---	l---	f---	m---
h---	f---	fr---	beh---
sk---	gr---	br---	f---
d---	r---	s---	gr---

## LESSON 91.



*Hal.* Now, Tom, if you work as hard as Jack, we shall soon get our garden done.

*Tom.* "All work and no play makes Jack a dull boy."

*Jack.* Dull! I've heard of "dull as a hoe," but I don't think a hoe is as dull as this spade. There must be a root in the soil. Try your hoe, Hal.

*Tom.* Yes, try your hoe, Hal.

*Mary.* It seems to me Jack is the only one who works. Hal talks, Tom is lazy, and I look on.



## LESSON 92.

### SHORT SAYINGS.

As red as a cherry.

As sweet as sugar.

As dull as a hoe.

As blue as the sky.

As green as grass.

As clear as the moon.

As dark as pitch.

As straight as an arrow.

All's well that ends well.

The rose is as red as a ———.

My ——— is as sweet as sugar.

My pencil is as ——— as an arrow.

The ——— in the glass is as ——— as  
the moon.

I went out one night when it was ———  
dark.

I have seen the water as blue ———  
the ———.

Sometimes the glass looks as green as  
———.

My slate-pencil is as ——— as a hoe.

The day began dark, but all's ———  
that ——— well.

## LESSON 93.

*Dear Mamma :*

*I learned all my lessons to-day. My teacher says that I may write and tell you.*

*Your loving son,  
Fred.*

Now you may copy Fred's letter to his mother.

Then write this letter just as you want it.

*Dear —*

*I have — — that is — nice.  
Can — not — and see —  
soon?*

*Your —  
—*

## LESSON 94.



DEAR MAUD :

We had a good time in the sand to-day. Ben was there with his little pail. Mary made a road with stones, and Fred helped her, but Charley lay flat in the sand and made fun of us. We played that Tab, my kitty, was a lion; we ran away and she ran after us. Then mamma called us to get ready for the bath.

Good-by, Lucy.

When this letter came to Maud it was in writing. You may now write it on your slate.

## LESSON 95.

Cuckoo, cuckoo,  
What do you do ?

In April I open my bill ;  
In May  
I sing night and day ;  
In June  
I change my tune ;  
In July  
Away I fly ;  
In August  
Away I must.

### A SILENT READING GAME.

(For one pupil only.)

I hide my pencil and the rest of the class must not look to see where I put it.

(For the remaining pupils.)

I seek for the pencil. But if I find it I will not tell anybody. I will write on my slate where I think it is, and show the slate to the teacher, but to no one else.

## LESSON 96.

### THE FARMER AND HIS SONS.

A Farmer was about to die, and he knew that his sons were lazy. So he called them to him and said :—

“Boys, there is under the earth in the farm a pot of gold. Dig for it and you will find it.”

Then he died, and the boys went to work. They took their spades and their hoes, and they turned the earth upside down. They dug and they dug. They never found the pot of gold ; but they dug the ground so well that the farm gave better crops than ever before. So they found the pot of gold after all.

### SILENT READING.

I take three pencils from the table.

I put five books on the table.

I have in my hand the picture of a bird.

I point in this book to the picture of a flag.

I point to the words “ground,” “earth,” and “farm.”

I turn to page six of this book.

## LESSON 97.

In the last seven lessons we have had all these words for the first time.

Now take your slates and write them down, all those that begin with "a" in one place, then all those that begin with "b," and so on.

thumb	Tom	lazy	ready
Hal	spade	pitch	April
hoe	talks	son	August
soil	moon	helped	die
sugar	loving	cuckoo	pot
rose	road	farmer	dug
pail	lion	farm	forefinger
Tab	Lucy	upside	to-day
bath	June	both	learned
bill	seek	done	root
hide	earth	cherry	began
knew	died	arrow	anybody
dig	turned	copy	never
work	dull	Maud	crops
sweet	weather	Charley	page

Write a word that has seven letters.

Place by each other all the names of boys and girls that you find in these words.

Place in a line all the names of months you find in the words on the last page.

Write the words on the last page that have three letters in them.

Write those that count as many as seven letters.

See how many words you can make out of "weather."

We will play a game of hide-and-seek.

Here is a sentence which has one of the words in it, partly in one, partly in another. See if you can find it.

Lucy liked her bath every time she went in.

I will help you the first time.

The word is "the" and it is made out of the last two letters of "bath" and the first letter of "every."

Here is another: In the earth is every kind of root.

This time the word was "this."

Now read this sentence: If you have silver you have something very nice.

In that sentence I hid the word and I wrote it out too.

See if you can hide a word yourself.

## LESSON 98.



What persons do you see in this picture?

Give a name to each person and write on your slates a sentence like this: "The — name is —," putting the right words where the dashes are.

What do you think the man is saying to the little girl?

In what places can you see apples?

How many can you count in the hat?

How many in the basket?

What is on the fence? What is be-



yond the fence ? What kind of a house  
do you think it is ?

What do you see on the house ?

What is in the man's hand ?

Do you think the boy on the ladder  
has a hat on his head ?

Why do you think so ?

## LESSON 99.

It was a bright day in the fall, when  
Lucy and Tommy went out with their  
father to gather apples.

Once the tree had been full of flowers.  
That was in the spring, and Lucy often  
took the beautiful flowers to the teacher  
when she went to school.

Now, where the flowers had been were  
apples, red apples, and they were ready  
for gathering.

Tommy had gone up a ladder, and  
when he was not eating apples he would  
try to drop them into his hat on the  
ground.

Lucy was gathering those that did not  
fall into the hat, and she soon had as

many as she could put into her apron, which she gathered at the corners.

Their father was tall and could pick the apples off the limbs that were near the ground. He put his apples into a basket which was nearly full.

All at once down came Tommy in a tumble off the ladder. There was a big owl on a bough. He had not seen it, until he put his hand into the leaves where the owl was.

Then the owl flapped his wings, and poor Tommy fell in a tumble off the ladder.

His father and Lucy helped him home, and he cried all the way, for he was only a little boy.

But his mother did what was needed, and Tommy soon went out again to see if he could find that owl.

(*To the Teacher*: There is a very entertaining account of some pet owls and their habits by Mr. Frank Bolles, in an article in *The Popular Science Monthly* for July, 1892, entitled, *Ways of the Owl*.)

## LESSON 100.

(*To the Teacher:* Each of these short dashes stands for a letter.)

Tommy and ----- were -----  
by a big -----. Lucy was on the -----  
and ----- was on a ----- . There  
was an ---- in the tree, and when  
Tommy ---- the ---- all at once he  
---- off the ladder. Lucy and her  
----- helped him walk -----,  
where his mother took ---- of him,  
and Tommy was soon ---- again.

After you have filled in the needed words, tell the story once more in your own words.

## LESSON 101.

### A DRILL IN EMPHASIS.

Do you like to play ball?

I like very much to play ball.

How large do you like your ball to be?

I like a very large ball.

Would you rather study or fly a kite?

I would rather fly a kite.

What do you mean to be when you grow up?

I mean to be a ———.

Where would you like to live?

I should like to live in ———.

Would you rather live in the country or in the city?

I would rather live in the city.

But I like the country better.

The color of my eyes is ———. What is the color of your eyes?

My eyes are ———.

Would you rather skate or slide on the ice?

I would rather skate than slide.

I would not. I would much rather slide than skate.

Can a bird hop without flying?

Yes, but a bird can fly better than it can hop.

Can you read better alone, or together with a class?

I can read better alone than with a class.

What game do you like best to play?

I like the game of hide-and-seek.

But I like best to play ball.

## LESSON 102.

Once I saw a little bird  
Come hop, hop, hop ;  
So I cried, " Little bird,  
Will you stop, stop, stop ? "  
And I was going to the window  
To say " How do you do ? "  
But he shook his little tail,  
And far away he flew.

---

A little star and a pretty cloud  
Played hide-and-seek together,  
And boys and girls looked up and said,  
" What very pleasant weather."

---

Red, white, and blue,  
All out but you.  
One, two, three,  
Out goes he.  
One, two, three,  
Tommy hurt his knee ;  
He could n't slide, and so he cried,  
" Out goes he."

## LESSON 103.

### SILENT READING.

I put a small piece of brown paper into the large box.

I raise the box from the table and put a book under it.

I hand my book to you without closing it.

I turn the small box upside down and hide my pencil under it.

I write "I would rather be good and true than be as rich as a queen."

I read in a book I got from the table.

I put a piece of pink ribbon and a piece of yellow paper together and shake them before the class.

I tell you what the weather is to-day.

I tell how many legs the desk has.

I show with my hands how long a foot is.

I go within a foot of the desk and stand, but do not take hold of it.

I tear a piece of green paper into seven parts, and give them all away but one.

I stand on one foot and then on both feet.

## LESSON 104.

### THE BOYS AND THE FROGS.

Some idle boys were by a pond.

“Croak ! croak !” they heard.

It was the sound that the frogs made  
as they were sitting on the bank.

Now the frogs jump in. “Croak !  
croak !”

“Let us stone the frogs,” said one of  
the boys.

So when a frog raised his head the  
boys threw stones at him.

“Croak ! croak !” said the frog.

This is what the frog tried to say :

“Boys, boys, this may be fun to you,  
but it is death to us.”

What a pity the boys did not know  
what “Croak ! croak !” meant.

### SILENT READING.

I take five steps and stop.

I drop my pencil upon my slate.

I take a flower and smell it.

I throw two stones into this box and  
shake it.

## LESSON 105.

### A RHYMING GAME.

(*To the Teacher* : Divide the class into two divisions, and let the pupils read questions and answers in turn.)

I have a thought. It rhymes with  
*sky*.

Does it have six legs?

It is not *fly*.

Does it want to hide?

It is not *shy*.

Is it a kind of grain?

It is not *rye*.

Do we do it in a store?

It is not *buy*.

Is it what we do when we are afraid?

It is not *cry*.

Is it what can surely not be wet?

It is not *dry*.

Do we do it when we are sad?

Yes, it is *sigh*.

(This game may be played to advantage by the pupils under the teacher's guidance, to quicken the sense of sound and as a spelling exercise ; the pupils of the guessing side should write the successive words, when they fail, on the board.)



## LESSON 106.

Not much to make us happy,  
Do any of us need;  
But just the right thing give us,  
And we are rich indeed.

Rain, rain, go away,  
And come again another day.

Rain, rain, go to Spain,  
And mind you don't come back again.

One, two, sky blue.  
All out but you.

Little Jack Horner sat in a corner,  
Eating a Christmas pie;  
He put in his thumb and pulled out a  
plum,  
And said, "What a good boy am I!"

(To be read as a conversation by two pupils.)

"Little girl, little girl, where have you  
been?"

"Gathering roses to give to the queen."

"Little girl, little girl, what gave she  
you?"

"She gave me a diamond as big as my  
shoe."

## LESSON 107.

### SHORT SAYINGS.

As blind as a bat.

As smooth as glass.

As busy as a bee.

As tender as a chicken.

As cold as ice.

A stitch in time saves nine.

Birds of a feather flock together.

If it rains before seven, it will clear  
before eleven.

It's an ill wind that blows no one any  
good.

If it were a bear it would bite you.

### WHAT ARE YOU ?

One who farms is a farmer.

One who sings is a —————.

One who digs is a —————.

One who runs is a —————.

One who thinks is a —————.

One who speaks is a —————.

One who writes is a —————.

One who learns is a —————.

One who sails is a sailor.

## LESSON 108.

### THE FOX AND THE LION.

A Lion lived in a cave. He sat in the doorway and asked the animals to come in and see him.

A Bear went in, but he never came out. The Lion ate him up.

A Dog went in, but the Dog never came out. The Lion ate him up.

A Wolf went in, but the Wolf never came out. The Lion ate him up.

Now a Fox came that way.

“Walk in, Mr. Fox,” said the Lion.

But the Fox stood and looked at the path.

“Come in and see me,” said the Lion.

“No, thank you,” said the Fox. “All the tracks in the path lead into the cave. I do not see any prints of feet that have come out of the cave.”

What animals have you seen to-day?

What are tracks? What are footprints?

What is a cave? What is a doorway?

Have you seen a bear, a wolf, or a lion?

## LESSON 109.

### THE MICE AND THE BUCKET.

Some mice were playing near a well one day. "Let us go a-sailing," said one. "Where can we find a ship?" asked another.

"We can get into this bucket," said the first one. So they got into the bucket to take a sail.

"Now," said the first little mouse, "when the bucket goes down to the water, I will be captain of the ship and you may be the sailors."

Pretty soon the farmer came out and let the bucket down into the deep well. He did not see the mice.

When the bucket came to the water, there was a great splish splash. The bucket turned over and the poor little mice went down into the water and were drowned.

### SILENT READING.

I put both my hands to my face.

I point to a child.

I show how I look when I am sad.

## LESSON 110.

Once upon a time there was a boy named Tommy Washington, and I will now tell you some things which he did and said.

He was a small boy not yet eleven years old.

He went up a ladder into an apple-tree, and was gathering apples. There was a basket at the foot of the tree.

Tommy needed the ladder, because he could not get at the apples as he stood on the ground. He tried to shake the tree, but he was too small.

Tommy fell off the ladder and cried, but he would rather not tell what made him tumble.

He liked to skate and to slide on the ice, and he did not care if he did tumble then.

In the spring he flew his kite when he did not have to stop to study.

It was a large kite. He called it the Queen, and made a picture of an owl on it. His father made these rhymes about the kite.

The Queen and the Owl flew off together.  
Said the Owl to the Queen, "What do  
you think of the weather?"  
Said the Queen to the Owl, with a very  
sad sigh,  
"What's weather to me, when I'm  
a-sailing so high?"

Tommy was one of those idle boys  
who stood on the bank and threw stones  
at the frogs, to see them dash into the  
water.

He knew what the sound "croak,  
croak" meant, for he had heard the  
story of the frogs who said, "This may  
be fun for you, but it is death to us."

It is a pity Tommy Washington was  
one of those boys.

Tommy knew the story, too, about the  
animals that went to see the lion. He  
knew how the lion sat in the doorway of  
his cave and with smooth words asked  
the bear, the dog, and the wolf to come  
in, and then ate them up.

What was it Mr. Fox said?

"No, thank you. All the tracks in  
the path lead into the cave. I do not see

any prints of feet that have come out of the cave." Mr. Fox surely was not blind.

Tommy was standing by the well when the farmer let the bucket down, and the mouse who was captain, and all the other mice who were sailors, went splish splash into the deep water and were drowned.

If Tommy had been so rich as to have all the diamonds in Spain I am afraid he and the doctors never could have got those poor cold wet mice on their feet again.

Tommy has a store of short sayings in his head, as —

"A rose would smell as sweet by any other name."

"Birds of a feather flock together."

"All work and no play makes Jack a dull boy."

"A stitch in time saves nine."

"Nine and time

Do not rhyme,"

Says Tommy.

"It is an ill wind that blows no one any good."

## LESSON 111.

### LESSON IN COMPARISON.

Apples may be	A day may be
sweet or sour,	sunny or cloudy,
little or ---,	warm or ----,
hard or ----,	pleasant or ----,
large or ----,	clear or ----,
green or ----.	cold or ---.

Boys may be	Pencils may be
good or ---,	long or ----,
merry or ---,	dull or ----,
asleep or ----,	rough or ----,
gentle or ----,	whole or ---,
happy or ---,	soft or ----,
gay or ----,	old or ---,
wise or ----.	black or ----.

A cat may be	My pail may be
old or ----,	tall or ----,
fat or ---,	full or ----,
dead or ----,	small or ----,
weak or ----,	big or ----,
quick or ---,	new or ---,
black or ----,	under or ---,
kind or ----.	strong or ---.



## LESSON 112.

### BIRTHDAY RHYMES.

Monday's child is fair of face ;  
Tuesday's child is full of grace ;  
Wednesday's child is merry and glad ;  
Thursday's child is sour and sad ;  
Friday's child is loving and giving ;  
Saturday's child works hard for a living ;  
But the child that is born on the Sabbath day  
Is gentle and loving and merry and gay.

### WHAT WE NEED.

In the school-room we need : a bell ; a table ; desks ; seats ; chairs ; books ; slates ; pencils ; pictures ; maps ; good light ; fresh air ; happy faces ; a loving teacher ; and willing pupils.

On the play-ground we need : balls, bats, dolls ; boxes, tops ; strings ; games ; seats ; sticks ; carts ; kites ; dry ground ; green grass ; sunshine ; and cheerful boys and girls.

## LESSON 113.

When I was a farmer,  
And a farmer was I,  
I plowed and I planted,  
A good farmer was I.  
When I was a sailor,  
And a sailor was I,  
I made sail, I took in sail,  
A good sailor was I.  
When I was a doctor,  
And a doctor was I,  
I made pills and powders,  
A good doctor was I.  
When I was a shoemaker,  
And a shoemaker was I,  
I cut and sewed leather,  
A good shoemaker was I.  
But when I became an idler,  
And an idler was I,  
I was not good for anything.  
Can any one tell me why?

---

As weak as water.  
As sly as a fox.  
As good as gold.

## LESSON 114.

### THE MICE AND THE CAT.

Some mice were very much afraid of a cat.

“How shall we get rid of her?” said one. “Her paws are so soft, it is hard to hear her step.”

“Hang a bell round her neck,” said another.

“What a fine idea!” they all said, till one old mouse asked, “But who is brave enough to bell the cat?”

Then the other mice said nothing at all.

### THE FISHERMAN AND THE LITTLE FISH.

A man who was fishing caught a small fish. “Oh!” said the little fish, “please let me go. I am so very small. Perhaps you can catch me again, by and by.” “No,” said the man; “if I should let you go now, you would know too much to bite when you were larger. You would grow wiser as you grew older.”

## LESSON 115.

We're going to dig a well,  
Away down in the ground ;  
We're going to dig it deep,  
And pave it all around.  
And when we come to water,  
We'll let a bucket down,  
And then if we should both fall in,  
We should not have to drown.  
Perhaps we'll find a gold mine  
Or diamonds while we dig ;  
We'll give 'em all to mamma  
If they are bright and big.  
And when our well is furnished  
With water fresh and clear,  
You all may come to see it,  
And drink with us next year.

---

One, two, three, four, five,  
Catch a hare alive.  
Six, seven, eight, nine, ten,  
Let him go again.

---

Black within, and red without,  
Four corners round about.

[A chimney.]

## LESSON 116.

### A RIDDLE.

As I was going to St. Ives,  
I met a man with seven wives.  
Every wife had seven sacks,  
Every sack had seven cats,  
Every cat had seven kits ;  
Kits, cats, sacks, and wives,  
How many were going to St. Ives ?

---

This is the Key of the Kingdom.

In that Kingdom there is a city ; in that city there is a street ; in that street there is a lane ; in that lane there is a yard ; in that yard there is a house ; in that house there is a room ; in that room there is a basket ; in that basket there are some flowers. Flowers in the basket, basket in the room, room in the house, house in the yard, yard in the lane, lane in the street, street in the city, city in the Kingdom, and this is the Key of the Kingdom.

## LESSON 117.

What is this in my hand?

It is sand.

What kind of sand is it?

It is fine white sand.

Do you know where the sand comes from?

It comes often from the sea-shore.

What makes it fine and white?

The sea grinds the beach year after year and rolls the pebbles over and over, and so rubs them fine and white. Do you know of anything in this room made out of sand?

Yes, the glass in the window is made of sand.

---

Some little mice sat in a barn to spin ;

Pussy came by and popped his head in.

“ Shall I come in, and cut your threads off? ”

“ Oh, no, kind sir! you would snap our heads off. ”

---

Shoe the horse and shoe the mare,

But let the little colt go bare.

## LESSON 118.



(*To the Teacher:* Divide the class into two divisions, and have one division write in a sentence what the little girl in the picture is saying, while the other writes what the owl may be supposed to say.)

---

The little moon came out too soon,  
And in her fright looked thin and white.  
The stars then shone,  
And every one  
Twinkled and winked and laughed and  
blinked.  
The great sun now rolled forth in might  
And drove them all quite out of sight.

## LESSON 119.

If all the seas were one great sea,  
What a great sea would that be !  
And if all the trees were one great tree,  
What a great tree would that be !  
And if all the axes were one great axe,  
What a great axe would that be !  
And if all the men were one great man,  
What a great man would that be !  
And if the great man took the great axe,  
And cut down the great tree,  
And let it fall into the great sea,  
What a plish splash would that be !

---

I once went a-fishing,  
A-fishing in the sea,  
And all that I caught was a tumble,  
And that was enough for me.  
So that was the end of my fishing  
In the wonderful, beautiful sea.

---

Two cats sat on a garden wall  
For an hour or so together.  
At first they talked of nothing at all,  
And then they talked of the weather.



## LESSON 120.

### THE DAYS OF THE WEEK.

#### TOM, TOM OF ISLINGTON.

Tom, Tom of Islington  
Married a wife on Sunday ;  
Brought her home on Monday ;  
Hired a house on Tuesday ;  
Fed her well on Wednesday ;  
Sick was she on Thursday ;  
Dead was she on Friday ;  
Sad was Tom on Saturday,  
To bury his wife on Sunday.

#### SOLOMON GRUNDY.

Solomon Grundy,  
Born on a Monday,  
Christened on Tuesday,  
Married on Wednesday,  
Took ill on Thursday,  
Worse on Friday,  
Died on Saturday,  
Buried on Sunday ;  
This is the end  
Of Solomon Grundy.

## LESSON 121.

(*To the Teacher* : This may be used as a writing exercise, the pupils being required to read the questions or directions to themselves, and write the answers on their slates.)

1. Name something that is sour.
2. What is the answer to the riddle,  
How many were going to St. Ives ?
3. If your hands are cold, how do you  
warm them ?
4. You have feet. What does a cat  
have ?
5. Do people laugh or cry when they  
are merry ?
6. Write "To be gentle is to be more  
than half a gentleman."
7. Name a word which rhymes with  
"gay."
8. Write the names of the days of the  
week as they come.
9. What is another name for the first  
day of the week ?
10. When is the sea rough ?
11. Do you like your bread hard or  
soft ?
12. If the day is fair, does the sun  
shine ?

13. Write the short saying, "A living dog is better than a dead lion."

14. Write a girl's name that rhymes with "face."

15. Write the word which means "seven days."

16. Write the word which means "not strong."

17. Did you ever hear the saying, "As quick as a wink?"

18. On what day was George Washington born?

19. Did you ever see the full moon?

20. Draw a picture of the new moon.

21. What does the teacher ring?

22. What do you call a man who makes shoes?

23. On what can you see the whole United States?

24. Out of what is a shoe cut?

25. How is it put together?

26. What kind of air should you sleep in at night?

27. What became of Solomon Grundy on Sunday?

28. When a farmer has plowed, what does he do next?

29. Who gives pills and powders ?
30. If a boy is always idle, what is he called ?
31. What word rhymes with "enough?"
32. Can you name anything that is sly ?
33. Of what two words is "nothing" made ?
34. Perhaps you can write the first three lines of "Tom, Tom of Islington." Will you try ?
35. Name a bird that likes to eat mice.
36. How do you get rid of mice in your house ?
37. Which hand can you best catch a ball in ?
38. What is a gentle name for a cat ?
39. Do you hang up your hat when you come into school ?
40. Take the last letter from the word "bite" and what word have you ?
41. How near is the neck to the head ?
42. If you are wise now, how do you grow wiser ?
43. A school-house often has a yard

about it. Can you name any other kind of yard ?

44. What is your idea of a beach ?

45. With what do men pave streets ?

46. What is gold dug out of ?

47. How many wives did you meet when you were going to St. Ives ?

48. How many sacks had each wife ?

49. How many kits had each cat ?

50. Was George Washington brave ?

51. What does haste make ?

52. With what do men cut down great trees ?

53. At what hour does school begin in the morning ?

54. Name some of the things with which this school-room is furnished.

55. Write the name of an animal that rhymes with " fair."

56. Try to draw the picture of a key. You may look at the key of the school-room door.

57. Is the United States a kingdom ?

58. If a leak in a boat is not stopped, will the boat sink ?

59. When the sea grinds pebbles, what do they become at last ?

60. Why is a kind of bread called a "roll?"

61. Write the word "christened" and then rub out all but the first and last letters.

62. Write a word that rhymes with "sat."

63. Write these words, and set down after each how many letters it has.

popped	blinked	hired	twinkled
fright	quite	drove	wonderful
winked	shone	forth	snap
threads	sight	bury	noise

## LESSON 122.

### THE CLOCK LESSON.

*(To the Teacher: Let each pupil draw a picture of a clock-face on his slate with the hands in any position he may choose; then let him read aloud the time indicated by his picture. The same exercise may be done upon the blackboard, one of the children marking the time called for by the rest. The following words and sentences can then be written by the pupils on their slates.)*

Clock  
Hour

Hour hand  
Minute hand

Minute	Twelve o'clock
Second	Half past three
Key	Quarter before one
Wind	Time flies

O'clock means "of the clock."

Hickory, dickory, dock,  
The mouse ran up the clock.  
The clock struck one,  
And down he run,  
Hickory, dickory, dock.

Time and tide wait for no man.  
Make hay while the sun shines.

## LESSON 123.

### A DREAM.

I had a dream one night. In my dream I saw a poor Ant in the grass. She had lost her way. Up and down she went, now up one blade of grass to look off and find where she was; now over a flat stone; that was a long hill to her. And I heard her say, with tears, —

“ O my children ! do they cry ?  
Do they hear their father sigh ?  
Now they look abroad to see,  
Now return and weep for me.”

Then a Glow-worm came by.

“ Who is this ? ” he asked.

“ I am set to light the ground  
While the Beetle goes his round.”

So the Glow-worm led the way, and  
the little Ant came home to her children.

Write on your slates :

I saw a poor ant in the grass.

## LESSON 124.

### SILENT READING.

Count twelve things aloud.

Put your hand above your head.

Use another word for “ large.”

Count twenty things aloud.

Fetch your slate and pencil to me.

Use another word in place of “ land.”

Place your book among the others on  
the table.



Put a key between a pencil and a book.

Take your pencil and make a picture of a chain.

Give the name of a song that you have heard.

Tell what you would do with money if you had it.

Move a book from one side of the table to the other.

Write "Haste makes waste."

## LESSON 125.

I saw a man lead a bear by a string.  
When the man played on a drum, the bear danced.

The man sat down in an inn to eat his supper, and tied the bear to a post.

I saw three boys alone in a room in the inn. I looked through the window.

Pretty soon the bear got loose and walked upstairs, tramp, tramp.

He pushed the door open and saw the boys and went into the room.

"What a big dog!" said they.

The largest boy had a drum, and he beat it. The bear stood on his hind legs and began to dance.

Drum, drum! they marched round the room.

Just then the mother came in.

"See," they said, "we are soldiers."

She did not know what to do. But the man heard the noise, and he came in and led the bear away.

## LESSON 126.

### SHORT SAYINGS.

Half a loaf is better than no bread.  
For want of a nail the shoe is lost,  
For want of a shoe the horse is lost,  
For want of a horse the rider is lost.  
As dead as a door nail.  
As merry as a cricket.  
Lost time is never found again.  
As quick as a flash.  
Enough is as good as a feast.  
As cunning as a fox.

### SILENT READING.

Lead the teacher to the door.

Tell the tale about the boys and the  
bear in the inn.

Did you ever see a cabin in a ship?

Tell me what the masts of a ship are.

Guide the teacher to the window.

Tell any one of the stories that we  
have read that comes to your mind.

## LESSON 127.

### MOTHER'S EYES.

What are the songs the mother sings?  
Of birds and flowers and pretty things;  
Baby lies in her arms and spies  
All his world in the mother's eyes.

What are the tales the mother tells?  
Of gems and jewels and silver bells;  
Baby lies in her arms and spies  
All his wealth in the mother's eyes.

What are the thoughts in the mother's  
mind?  
Of the gentle Saviour, loving and kind;  
Baby lies in her arms and spies  
All his heaven in the mother's eyes.

BABYLAND.

Who is the Queen of Baby-Land?  
Mother, kind and sweet;  
And her love,  
Born above,  
Guides the little feet.

LESSON 128.

MY SHIP.

I saw a ship a-sailing,  
A-sailing on the sea;  
And oh, she was all laden  
With pretty things for me.  
There was candy in the cabin,  
And apples in the hold,  
The sails were made of silk,  
And the masts were made of gold.  
The four and twenty sailors,  
That stood between the decks,  
Were four and twenty white mice,  
With chains about their necks.  
The captain was a duck  
With a pack upon his back,  
And when the ship began to move  
The captain said, "Quack, quack."

Jack and Jill went up the hill  
To fetch a pail of water ;  
Jack fell down and broke his crown,  
And Jill came tumbling after.

## LESSON 129.

### PLAYING SCHOOL.

One summer day the twenty children who went to school in the little town of Washington were at the school-house in good time, but the teacher did not come. They waited and waited and played about the door, till at last one of the older girls, who meant some day to be a teacher, said, —

“Come, let us play school till she comes.”

They were all tired of playing out of doors, for it was rather hot, so into the school-house they tramped, and Mary Brooks, the girl who had started them, went to the teacher's desk and rang the bell.

All the children took their places, and after they had sung a song, she began, —

“It is half past nine o’clock, and first we will play the game of words. All take your slates and see how many words you can make out of ‘upstairs’!” She wrote the word in large letters on the blackboard, and gave them three minutes for each letter. Here is what the brightest and quickest girl, Anna Green, made out of it, thirty-two words in all!

up	Pa	sup	tar	as	I	rap
us	pair	sat	tap	air	is	rat
	put	sit	tip	at	it	rust
	pass	sir		art		rip
	pit	stair		apt		
	pat	star				
	past	stir				
		sirup				

“Now,” said Mary, “we will have some silent reading;” and she wrote out these sentences on the board.

I put a pin among some other pins.

I tell what time it is by the clock.

I move a chair.

I fetch a half a piece of paper.

The children laughed aloud when Tommy Cricket took a piece of paper to Mary, who said, —

“That is a whole piece, Tommy,” and he said, —

“Well, now I tear it in two, and give you one piece. Is that half a piece? I tear it again; is that a quarter?”

“I will show you after school, Tommy Cricket,” said Mary, sitting up very straight, and then she went right on. “Anna Green, you may tell the story of the Ant and the Glow-worm.” Anna stood up and began, and this is what she told.

“An Ant was lost once in the grass. She went up a blade of grass to see where she was, just as if you or I went to the top of a hill. But there was a Glow-worm abroad that night. He had a light set in his head, and he walked along through the grass with a Beetle, to show the way. ‘Why do you weep tears?’ he asked the Ant. So he led her back to her children.”

“Very good, Anna,” said Mary. “Return to your seat. Ben, will you please say the rhyme about Hickory, dickory, dock?” So Ben said that very loud, and Harry told how Jack and Jill went

down the hill, and how Jack broke his crown.

“I should not think Jack would have taken his crown with him when he went to fetch a pail of water,” said little Grace Brown.

“Did you think it was a crown like a king’s crown?” asked Mary. “We all have crowns. The tops of our heads are crowns. The top of a hill is the crown of a hill.”

“How much she knows,” sighed little Grace.

“Now,” said Mary, “twelve of you may stand up in a line and make rhymes. Each is to make a rhyme and put the word into a sentence. The first, what rhymes with ‘cried’?”

“Tide. Time and tide wait for no man.”

“I tied my shoe,” said another.

“Oh, no,” said Mary, “that is another word, but it has the same letters. The second, what rhymes with ‘Duck’?”

“Struck. I struck a nail.”

“Right. The next, give me a word that rhymes with ‘some’.”



“Drum. The man beat a drum, and the bear danced on his hind legs.”

“Yes, what rhymes with ‘pack’?”

“Sack. Kit, cats, sacks, and wives,  
How many were going to St.  
Ives?”

“Good, Anna, you come next. See if you can make two lines with a rhyme for ‘love.’” Anna looked up and she looked down, and at last she said, —

“You must not put jewels or money  
above  
Your father’s or mother’s or brother’s  
love.”

“Well done, Anna. Next, Ben, what rhymes with ‘spies’?”

“Mother’s eyes,” shouted Ben.

“I think that will do for rhymes,” said Mary. “I have been half down the line. The other six may make sentences out of the words I give them. Cunning.”

“A fox is cunning.”

“Tale.”

“But the fox lost his tail.”

“Oh, that’s another kind.”

“ Well, I have a mind to tell you a tale.”

“ That is it. Feast.”

“ They made a feast at the inn. A feast is a supper.”

“ Well done, Lucy. The next, post.”

“ I will make two sentences. I will put my letter in the post. Masts are the posts in a ship.”

“ That was good. Now, flash.”

“ He was gone like a flash. The gem flashed.”

“ Now, the last. Chain.”

“ There was a chain between the posts.”

Just as Mary had heard the last of the twelve, who should come in but the teacher. Some one in the house where she lived had been taken ill just at school-time, and she could not leave her alone.

There had been so much school that the teacher read the children stories, and they played the game “ I load my ship,” and the cabins even and the decks were laden with silk and all kinds of wealth, till it must have been hard to bring the ship to land. And that also was “ playing school.”

## SINGING.

Of speckled eggs the birdie sings,  
And nests among the trees ;  
The sailor sings of ropes and things,  
In ships upon the seas,

The children sing in far Japan,  
The children sing in Spain ;  
The organ with the organ-man  
Is singing in the rain.

## INFANT JOY.

“ I have no name,  
I am but two days old.”  
What shall I call thee ?  
“ I happy am,  
Joy is my name.”  
Sweet joy befall thee !

Pretty Joy !  
Sweet Joy, but two days old,  
Sweet Joy I call thee :  
Thou dost smile,  
I sing the while ;  
Sweet joy befall thee !

## THE OLD WOMAN AND HER PIG.

An old woman was sweeping her house, and she found a little crooked sixpence.

“What shall I do with this little sixpence?” said she. “I will go to market, and buy a little pig.” As she was coming home, she came to a stile; the piggy would not jump over the stile. She went a little farther, and she met a dog. So she said to the dog:—

“Dog! dog! bite pig! Pig will not jump over the stile, and I shall not get home to-night.” But the dog would not. She went a little farther, and she met a stick. So she said:—

“Stick! stick! beat dog! Dog will not bite pig; pig will not jump over the stile; and I shall not get home to-night.” But the stick would not. She went a little farther, and she met a fire. So she said:—

“Fire! fire! burn stick! Stick will not beat dog; dog will not bite pig; pig will not jump over the stile; and I shall not get home to-night.” But the fire

would not. She went a little farther, and she met some water. So she said :—

“ Water ! water ! quench fire ! Fire will not burn stick ; stick will not beat dog ; dog will not bite pig ; pig will not jump over the stile ; and I shall not get home to-night.” But the water would not. She went a little farther, and she met an ox. So she said :—

“ Ox ! ox ! drink water ! Water will not quench fire ; fire will not burn stick ; stick will not beat dog ; dog will not bite pig ; pig will not jump over the stile ; and I shall not get home to-night.” But the ox would not. She went a little farther, and she met a butcher. So she said :—

“ Butcher ! butcher ! kill ox ! Ox will not drink water ; water will not quench fire ; fire will not burn stick ; stick will not beat dog ; dog will not bite pig ; pig will not jump over the stile ; and I shall not get home to-night.” But the butcher would not. She went a little farther, and she met a rope. So she said :—

“ Rope ! rope ! hang butcher ! Butcher will not kill ox ; ox will not drink water ;

water will not quench fire ; fire will not burn stick ; stick will not beat dog ; dog will not bite pig ; pig will not jump over the stile ; and I shall not get home to-night.” But the rope would not. She went a little farther, and she met a rat. So she said : —

“ Rat ! rat ! gnaw rope ! Rope will not hang butcher ; butcher will not kill ox ; ox will not drink water ; water will not quench fire ; fire will not burn stick ; stick will not beat dog ; dog will not bite pig ; pig will not jump over the stile ; and I shall not get home to-night.” But the rat would not. She went a little farther, and met a cat. So she said : —

“ Cat ! cat ! catch rat ! Rat will not gnaw rope ; rope will not hang butcher ; butcher will not kill ox ; ox will not drink water ; water will not quench fire ; fire will not burn stick ; stick will not beat dog ; dog will not bite pig ; pig will not jump over the stile ; and I shall not get home to-night.” Then the cat said to her : —

“ If you will go to the cow and bring me a saucer of milk, I will catch the

rat." So away went the old woman to the cow. Then the cow said to her : —

"If you will go to the haystack and bring me a handful of hay, I will give you the milk." So away went the old woman to the haystack, and she brought the hay to the cow.

As soon as the cow had eaten the hay, she gave the old woman the milk. So away went the old woman with a saucer of milk to the cat.

As soon as the cat had lapped the milk, the cat began to catch the rat; the rat began to gnaw the rope; the rope began to hang the butcher; the butcher began to kill the ox; the ox began to drink the water; the water began to quench the fire; the fire began to burn the stick; the stick began to beat the dog; the dog began to bite the pig; the little pig in a fright jumped over the stile; and so the old woman got home that night.

## PRETTY COW.

Thank you, pretty cow, that made  
Pleasant milk to soak my bread,  
Every day and every night,  
Warm, and fresh, and sweet, and white.

Do not chew the hemlock rank,  
Growing on the weedy bank ;  
But the yellow cowslips eat,  
That will make it very sweet.

Where the purple violet grows,  
Where the bubbling water flows,  
Where the grass is fresh and fine,  
Pretty cow, go there and dine.

## THE LAND OF NOD.

From breakfast on through all the day  
At home among my friends I stay,  
But every night I go abroad  
Afar into the land of Nod.

All by myself I have to go,  
With none to tell me what to do —



All alone beside the streams  
And up the mountain sides of dreams.

The strangest things are there for me,  
Both things to eat and things to see,  
And many frightening sights abroad,  
Till morning in the land of Nod.

Try as I like to find the way,  
I never can get back by day,  
Nor can remember plain and clear  
The curious music that I hear.

### THE KID.

A kid, a kid, my father bought  
For two pieces of money :  
A kid, a kid.

Then came the cat, and ate the kid,  
That my father bought  
For two pieces of money :  
A kid, a kid.

Then came the dog, and bit the cat,  
That ate the kid,

That my father bought  
For two pieces of money :

A kid, a kid.

Then came the staff, and beat the dog,  
That bit the cat,  
That ate the kid,  
That my father bought  
For two pieces of money :

A kid, a kid.

Then came the fire, and burned the staff,  
That beat the dog,  
That bit the cat,  
That ate the kid,  
That my father bought  
For two pieces of money :

A kid, a kid.

Then came the water, and quenched the  
fire,  
That burned the staff,  
That beat the dog,  
That bit the cat,  
That ate the kid,  
That my father bought  
For two pieces of money :

A kid, a kid.

Then came the ox, and drank the water,  
That quenched the fire,  
That burned the staff,  
That beat the dog,  
That bit the cat,  
That ate the kid,  
That my father bought  
For two pieces of money :  
A kid, a kid.

Then came the butcher, and slew the ox,  
That drank the water,  
That quenched the fire,  
That burned the staff,  
That beat the dog,  
That bit the cat,  
That ate the kid,  
That my father bought  
For two pieces of money :  
A kid, a kid.

### BED IN SUMMER.

In winter I get up at night  
And dress by yellow candle-light.  
In summer quite the other way,  
I have to go to bed by day.

I have to go to bed and see  
The birds still hopping on the tree,  
Or hear the grown-up people's feet  
Still going past me in the street.

And does it not seem hard to you,  
When all the sky is clear and blue,  
And I should like so much to play,  
I'd have to go to bed by day?

### DEATH OF COCK ROBIN.

Who killed Cock Robin ?

“ I,” said the Sparrow,  
“ With my bow and arrow,  
I killed Cock Robin.”

Who saw him die ?

“ I,” said the Fly,  
“ With my little eye,  
And I saw him die.”

Who caught his blood ?

“ I,” said the Fish,  
“ With my little dish,  
And I caught his blood.”

Who made his shroud ?

“ I,” said the Beetle,

“ With my little needle,

And I made his shroud.”

Who shall dig his grave ?

“ I,” said the Owl,

“ With my spade and showl [shovel],

And I ’ll dig his grave.”

Who ’ll bear the pall ?

“ We,” said the Wren,

Both the cock and the hen,

“ And we ’ll bear the pall.”

Who ’ll sing a psalm ?

“ I,” said the Thrush,

As she sat in a bush,

“ And I ’ll sing a psalm.”

And who ’ll toll the bell ?

“ I,” said the Bull,

“ Because I can pull ;”

And so, Cock Robin, farewell.

All the birds in the air

Fell to sighing and sobbing,

When they heard the bell toll  
For poor Cock Robin.

## THE STORY OF CHICKEN-LICKEN.

Chicken-licken went one day to the wood. An acorn fell upon her poor bald head, and she thought the sky had fallen. Then she said she would go and tell the king that the sky had fallen. So Chicken-licken turned back and met Hen-len.

“Well, Hen-len, where are you going?” And Hen-len said:—

“I am going to the wood for something to eat.” Then Chicken-licken said:—

“Oh! Hen-len, don’t go, for I went, and the sky fell upon my poor bald head, and I am going to tell the king.” So Hen-len turned back and met Cock-lock.

“Well, Cock-lock, where are you going?” And Cock-lock said:—

“I am going to the wood for something to eat.” Then Hen-len said:—

“ Oh ! Cock-lock, don't go, for I was going, and I met Chicken-licken, and Chicken-licken had been at the wood, and the sky had fallen on her poor bald head, and we are going to tell the king.” So Cock-lock turned back and met Duck-luck.

“ Well, Duck-luck, where are you going ? ” And Duck-luck said : —

“ I am going to the wood for something to eat.” Then Cock-lock said : —

“ Oh ! Duck-luck, don't go, for I was going, and I met Hen-len, and Hen-len met Chicken-licken, and Chicken-licken had been at the wood, and the sky had fallen on her poor bald head, and we are going to tell the king.” So Duck-luck turned back and met Drake-lake.

“ Well, Drake-lake, where are you going ? ” And Drake-lake said : —

“ I am going to the wood for something to eat.” Then Duck-luck said : —

“ Oh ! Drake-lake, don't go, for I was going, and I met Cock-lock, and Cock-lock met Hen-len, and Hen-len met Chicken-licken, and Chicken-licken had been at the wood, and the sky had fallen

on her poor bald head, and we are going to tell the king." So Drake-lake turned back and met Goose-loose.

"Well, Goose-loose, where are you going?" And Goose-loose said:—

"I am going to the wood for something to eat." Then Drake-lake said:

"Oh! Goose-loose, don't go, for I was going, and I met Duck-luck, and Duck-luck met Cock-lock, and Cock-lock met Hen-len, and Hen-len met Chicken-licken, and Chicken-licken had been at the wood, and the sky had fallen on her poor bald head, and we are going to tell the king." So Goose-loose turned back and met Gander-lander.

"Well, Gander-lander, where are you going?" And Gander-lander said:—

"I am going to the wood for something to eat." Then Goose-loose said:

"Oh! Gander-lander, don't go, for I was going, and I met Drake-lake, and Drake-lake met Duck-luck, and Duck-luck met Cock-lock, and Cock-lock met Hen-len, and Hen-len met Chicken-licken, and Chicken-licken had been at the wood, and the sky had fallen on her



poor bald head, and we are going to tell the king." So Gander-lander turned back and met Turkey-lurkey.

"Well, Turkey-lurkey, where are you going?" And Turkey-lurkey said:—

"I am going to the wood for something to eat." Then Gander-lander said:—

"Oh! Turkey-lurkey, don't go, for I was going, and I met Goose-loose, and Goose-loose met Drake-lake, and Drake-lake met Duck-luck, and Duck-luck met Cock-lock, and Cock-lock met Hen-len, and Hen-len met Chicken-licken, and Chicken-licken had been at the wood, and the sky had fallen on her poor bald head, and we are going to tell the king."

So Turkey-lurkey turned back and walked with Gander-lander, Goose-loose, Drake-lake, Duck-luck, Cock-lock, Hen-len, and Chicken-licken. And as they were walking they met Fox-lox. And Fox-lox said:—

"Where are you going, my pretty maids?" And they said:—

"Chicken-licken went to the wood, and the sky fell upon her poor bald

head, and we are going to tell the king.”  
Then Fox-lox said : —

“ Come with me, and I will show you the way.” So they went with him, but Fox-lox led them into the Fox’s hole, and he and his young ones soon ate poor Chicken-licken, Hen-len, Duck-luck, Drake-lake, Goose-loose, Gander-lander, and Turkey-lurkey, and they never saw the king to tell him that the sky had fallen.

## WINDY NIGHTS.

Whenever the Moon and stars are set,

Whenever the wind is high,

All night long in the dark and wet,

A man goes riding by.

Late in the night when the fires are out,

Why does he gallop and gallop about?

Whenever the trees are crying aloud,

And ships are tossed at sea,

By, on the highway, low and loud,

By, at the gallop goes he.

By, at the gallop he goes, and then

By, he comes back at the gallop again.

## THE THREE BEARS.

There was once a little girl and her name was Silver-hair. She liked to be out of doors, and one day she went to the wood. She never had been there before, and she ran here, and she ran there.

At last she came to a lonely place where she saw a little house. The door was open, and she walked in. No one was at home, but on a table were three bowls of porridge.

The three bowls of porridge belonged to three bears who lived in the house. They had left the porridge to cool, and had gone out to take a walk.

Silver-hair tasted the porridge in the largest bowl, and found it too cold. That bowl belonged to Big Bear.

Then she tasted the porridge in the middle-sized bowl, and found it too hot. That bowl belonged to Middle-sized Bear.

Then she tasted the porridge in the smallest bowl, and found it just right, and she ate it all. That bowl belonged to Little Bear.

She went into the parlor, and there were three chairs. She tried the largest chair, and found it too high. That chair belonged to Big Bear.

Then she tried the middle-sized chair, and found it too broad. That chair belonged to Middle-sized Bear.

Then she tried the smallest chair, and found it just right. But she sat in it so hard that she broke it. That chair belonged to Little Bear.

Silver-hair was now very tired, and she went upstairs to the chamber. There were three beds. She tried the largest bed, and found it too soft. That bed belonged to Big Bear.

Then she tried the middle-sized bed, and found it too hard. That bed belonged to Middle-sized Bear.

Then she tried the smallest bed, and found it just right. So she lay down upon it, and fell fast asleep. That bed belonged to Little Bear.

Now the three bears came home from their walk. They went to the table to get their porridge. Big Bear looked into his bowl, and growled :—

**“SOMEBODY HAS BEEN TASTING MY PORRIDGE!”**

Middle-sized Bear looked into his bowl, and said : —

**“SOMEBODY HAS BEEN TASTING MY PORRIDGE!”**

Little Bear looked into his bowl, and peeped : —

**“SOMEBODY HAS BEEN TASTING MY PORRIDGE, AND HAS EATEN IT ALL!”**

Then they went into the parlor, and Big Bear looked at his chair, and growled : —

**“SOMEBODY HAS BEEN SITTING IN MY CHAIR!”**

Middle-sized Bear looked at his chair, and said : —

**“SOMEBODY HAS BEEN SITTING IN MY CHAIR!”**

Little Bear looked at his chair, and peeped : —

**“SOMEBODY HAS BEEN SITTING IN MY CHAIR, AND HAS BROKEN IT ALL TO PIECES!”**

Then they went upstairs to the chamber, and Big Bear saw his bed, and growled : —

"SOMEBODY HAS BEEN TUMBLING MY BED!"

Middle-sized Bear saw his bed, and said:—

"SOMEBODY HAS BEEN TUMBLING MY BED!"

Little Bear saw his bed, and peeped:—

"SOMEBODY HAS BEEN TUMBLING MY BED, AND THERE SHE IS."

At that, Silver-hair woke in a fright, and jumped down and ran away as fast as her legs could carry her; and she never went near the three bears' little house again.

### POOR RICHARD'S SAYINGS.

God helps them that help themselves.  
Early to bed and early to rise,  
Make a man healthy, wealthy, and  
wise.

One to-day is worth two to-morrows.  
Three removes are as bad as a fire.  
He that by the plow would thrive  
Himself must either hold or drive.  
A small leak will sink a great ship.

Constant dropping wears away stones.  
Keep thy shop and thy shop will keep  
thee.

He that goes a borrowing goes a sor-  
rowing.

A penny saved is a penny earned.

A word to the wise is enough.

### THE LAMB.

Little lamb, who made thee ?  
Dost thou know who made thee ?  
Gave thee life and bid thee feed  
By the stream and o'er the mead ;  
Gave thee clothing of delight,  
Softest clothing, woolly, bright ;  
Gave thee such a tender voice  
Making all the vales rejoice ;

Little lamb, who made thee ?

Dost thou know who made thee ?

Little lamb, I 'll tell thee,  
Little lamb, I 'll tell thee,  
He is called by thy name,  
For he calls himself a Lamb.  
He is meek and he is mild,  
He became a little child.

I a child and thou a lamb,  
We are called by his name.  
Little lamb, God bless thee.  
Little lamb, God bless thee.

## THE PRAISE OF GOD.

God be merciful unto us and bless us ;  
and cause his face to shine upon us.

That thy way may be known upon  
earth, thy saving health among all nations.

Let the people praise thee, O God ;  
let all the people praise thee.

O let the nations be glad and sing for  
joy : for thou shalt judge the people  
righteously, and govern the nations upon  
earth.

Let the people praise thee, O God ;  
let all the people praise thee.

Then shall the earth yield her in-  
crease ; and God, even our own God, shall  
bless us.

God shall bless us, and all the ends  
of the earth shall fear him.



## THE SOWER AND THE SEED.

A sower went forth to sow.

And as he sowed some seeds fell by the wayside, and the birds came and ate them.

Some fell upon stony places, where they had not much earth.

And at once they sprang up, because they had no deepness of earth.

And when the sun was up, they were scorched; and because they had no root, they dried away.

And some fell among thorns. And the thorns sprang up and choked them.

But others fell into good ground, and brought forth fruit.

## VOCABULARY ARRANGED BY LESSONS.

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The diacritical marks given below are those found in the latest edition of Webster's International Dictionary.

A study of them by the pupils will be a good preparation for the intelligent use of the dictionary.

### EXPLANATION OF MARKS USED IN THE VOCABULARY.

#### VOWELS.

A Dash ( ¯ ) above the vowel denotes the long sound. Examples : plāy, mē, sīgh, shōre, mūle, mȳ.

A Curve ( ˘ ) above the vowel denotes the short sound. Examples : hăt, whên, strĭng, dŏll, rĭn.

A Circumflex Accent ( ^ ) above the vowel a, e, o, or u denotes the sound of a in câre, of e in thêre, of o in bôrn, or of u in tûrn.

A Double Dot ( ¨ ) above the vowel a denotes the sound of a in stâr.

A Double Dot ( \_ ) below the vowel a, o, or u denotes the sound of a in ball, of o in dŏ, or of u in trŭe.

A Dot ( ˙ ) above the vowel a or o denotes the sound of a in pâst, or of o in sôn.

A Dot ( . ) below the vowel a, o, or u denotes the sound of a in whăt, of o in wŏlf, or of u in fŭll.

A Wave ( ~ ) above the vowel e or i denotes the sound of e in hĕr or of i in gĭrl.

A Dash ( \_ ) below the vowel e denotes the sound of e in they or gight.

ōō has the sound of oo in rōōt; ȳȳ has the sound of oo in fȳōt.

oi (unmarked) has the sound of oi in soil; oy (unmarked) has the sound of oy in joy; ou (unmarked) has the sound of ou in out; ow (unmarked) has the sound of ow in owl.

# CONSONANTS.

ç is soft, as in çent; c (unmarked) is hard, as in can.

ğ is soft, as in ğem; g (unmarked) is hard, as in go.

ş sounds like z, as in roş.

ñ sounds like ng, as in siñk.

eh sounds like k, as in schööl.

Letters in *italic* are not sounded. The figures at the left of the columns indicate the lessons in which the words are to be found.

1 a	õh	17 gōōd	ma'ny
flăg	yēs	lăp	(mēn'y)
I	11 bŕing	likes	our
sēē	dōor	mē	skȳ
thē	nō	sīt	stār
2 ānd	ō'pen	will	ŭp
hăt	spĭn	18 ăn	wăş
hăve	string	ăp'ple	26 plăy
ôn	12 chăir	dq	rĭde
3 (Review)	hē	ēat	sēa
4 bāl	hĭm	măy	they
băt	it	thăt	27 fĭrst
ĭş	with	19 (Review)	fōr
this	yōŭr	20 gōēs	mĭght
5 boy	13 (Review)	hēre	păn
hănd	14 blăck	21 (Review)	thēm
hăş	dŭck	22 bĭg	wĭsh
hĭş	hēn	bōat	wĭsh'es
in	nōt	hăd	28 brēad
6 (Review)	sēēn	saw	chēēge
7 căn	whĭte	sō	if
mȳ	15 gō	wa'ter	nĭght
pĭn	lēaf	23 ăt	răt
pŭt	lēaves (n)	căn'not	sh!
8 bōx	lēaves (v)	Hă'r'y	what
căt	lĭt'tle	how	29 count'ed
dōll	ōf (ōv)	sănd	ēat'ing
măt	tq	shōre	plăyed
9 gĭrl	tqo	24 sōme	plăy'ing
hēr	trēē	tă'ble	săid (sēd)
in'tq	16 Ăn'na	thēre	sīt'ting
shē	chĭck'ens	25 ăll	spĭn'ning
yōŭ	fēd	count	wēre
10 ăre	grăin	lōok	30 Dăn

	lēs/song	bā/by	wished	once
	line	been (bīn) 45	ā-bout/	(wūns)
	slāte	dōes	ā-wāy/	out
	writē	fūn	cāme	pāst
31	five	now	cāp	50 be-cause/
	fōur	thēir	fūn/ny	dēar
	mōre	whēn	glād	ēggs
	one (wūn)	wōuld	jūmped	hēard
	thān	40 ā-wāke/	lāst	māde
	thrēē	brīght	lāy	māk'ing
	twō	brōth'er	pārt	nēst
	words	cōuld	plāce	owl
32	bē	lōve	rūn'ning	rōb
	būt	mōrn'ing	sōon	sāt
	Mā'ry	ōr	stōod	spēak
	tō-nīght/	thēn	stō'ry	sticks
	wē	thīnk	wēll	51 bōok
33	drōps	whō	whēre	fallē
	īnk	41 (Review) 46	mī-sēlf/	mīce
34	ām	42 fōnd	sēn'tençe	pic'ture
	bī	gāte	47 būzz	tāke
	fīne	gīve	down	52 bēt'ter
	nāme	Jōhn	eyes (īs)	Bow-wow
	pōnd	sīr	floor	drēam'ing
	shōuld	thānk	pārt'ly	ēv'er-y
	thīng	43 dīd	round	fēll
35	chānge	gāve	slēep	found
	tīmes	gō'ing	wēnt	lēad'ing
36	count'ing	lēft	wīnd (v)	mām-mā'
	lēt'ters	rīght	48 ā-round/	nūrse
	līght	tēll	cāl	sīck
	sāy	tōld	jūmp	sōr'ry
	writ'ing	whī	lōok'ing	thīnk'ing
37	cōme	44 dāy	ūp-ōn'	Trųe
	cūp	dōg	49 āf'ter	vēr'y
	drīnk	jūst	a-gain/	wāy
	Kīt'ty	lōoked	(ā-gēn')	53 bōx'es
	māke	pret'ty	bārn	cān'dy
	pie	(prīt'ty)	bīrd	çēt
	shāl	rāb'bit	flew (flū)	frōm
38	(Review)	rān	flī	gēt
39	ās	rūn	hāy	īn-side'
	ā-slēep'	ūn'der	mouth	lōng

müch	hōme	66	cār'pet	flow'ers
müst	lēt	67	arms	hård
Nēd	liv'ing		bār'el	hōrse
nīce	ly'ing	68	fēnce	rāin
ōr'ange	mōth'er		hēad	rōck
ō'ver	pā-pā'		nēar	stāy
pēn'nies	pēr'song		stēp	tōast
pēn'ny	ūs	69	Bēn	73
schōl'ar	wāll		Būn	birth'dāy
sēnd'ing	yēt		cāre'ful	caught
thōge	62	bēd	hīt	düst
54	āir	cāre	hūrt	fāst
āsk	čīt'y	čīt'y	in-dēd'	fāst'er
55	drēam	crow	knōws	fēel
hāp'py	gōōd-by'		mās'ter	fill
mēan	hēar		mēant	fish'ing
pāy	Lōn'don		ōn'ly	hāv'ing
shōw	lōn'ger		pōor	Jāck
56	(Review)	pēep	tāil	pār'ty
57	ān-ōth'er	rīge	trī	rōom
clōge	sīs'ter		wāg	sēat
fān	snōw	70	bēat	streēt
gīv'en	sūn		blew (blū)	whāle
nēxt	tīll		clōak	whīch
plēase	wrōte		clōs'er	74
tāk'en	63	fēēd	grew (gru)	(Review)
58	ēach	flāps	hārd'er	cārt
tēach'er	flīes		hōt	Dōn
thēge	its		mān	Fōurth
59	dq'ing	līmbs	ōff	hōpe
drēamed	ōld		tōōk	Jū-l'y'
find	ōwn		wīnd	mārch'ing
kīnd	rēst		wōre	rē'al
whōge	stānd	71	shēlf	sōl'dier
60	fīn'ger		to'ward	called
fīre	strōn'ger		(tō'wērd)	cōun'try
hōld	wālk	72	bēēs	Fēb'ru-a-ry
lāmp	wānt		bēr'ries	Geōrge
point	wīngs		clēar	live
61	a'ny-thing	64	dārk	nā'tion
be-lōngs'	(ēn'y-thīng)		dōl'lar	ōf'ten
be-sīdes'	kēēp		fēath'er	pēo'ple
ēlse	sōme'thing		fīnt	Stāte
fā'ther	65	bīrd'te		town
				U-nīt'ed

	Wash'ing- ton	straw	ground	Häl
	whole	tall	grōw'ing	hōe
		tall'er	shqe	lä'zy
77	bāa	wōōd	yēar	rōōt
	be-g'n'ning	blōws	87	büek'le
	clück	bough	büm'ble	soil
	cöck	breäks	crōws (v)	spāde
	cöck'-ä-dōō-	bÿe	dësk	ta/ks
	dle-dōō	crä'dle	eight	Töm
	cow	guëss	fät	92
	ënd'ing	83	nine	är'rōw
	kit'ten	än'ÿ-mal	pick	be-gän'
	mew (mū)	nämed	rōōst'er	chēr'ry
	mōō	84	sëv'en	mōōn
	quäck	bäck	shüt	pitch
	shēep	blēat'ing	six	rōge
78	beaū'ti-ful	clück'ing	sträight	sug'ar
	broäp	fiēlds	tēn	(shug'ar)
	chēer'ful	Frēd	88	93
	clouds	house	cōr'ners	cōp'y
	fi'ēr-y	lämbgs	ënd	lōv'ing
	hēat	pret'ti-est	ëv'er	sōn
	läne	(prīt'ti-est)	gläss	94
	när'rōw	schōōl	gōld	bāth
	sāme	sēems	pēn'cil	Chär'ley
	shīnes	sīng	stōnes	hēlped
	sūn'shīne	sprīng	wīn'dōw	l'ōn
79	buÿ	squīr'rel	89	Lū'cy
	forçed	stōpped	bēst	Mäud
	strife	85	cüt	pāil
	wheel'bār-	blūe	gär'den	rēad'y
	rōw	brown	pīnks (n)	rōad
	wheelgs	cōl'or	sil'ver	Tāb
	wife	grēen	wā/ked	95
80	brōke	ōth'er	90	a'ny-bōd'y
	göt	pā'per	bōth	(ēn'y-bōd'y)
	süch	piēce	dōne	Ä'pril
81	ä-crōss'	pīpk	düll	Äu'güst
	brōom	rēd	fōre'fīn-ger	bīll
	flät	rib'hon	lēarned	cüek'ōō
	hän'dle	yēl'lōw	sweēt	hīde
	ÿt-sēlf'	86	thūmb	Jūne
	lēgs	be-fōre'	tq-däy'	sēek
		cläss	wēath'er	tūne
		drëss	work	96
		gräss	dōn't	crōps
			91	dīe
				dīed
				dīg

düg	lärge	sigh	cäp'tain
ëarth	räth'er	störe	child
färm	rēad	sure'ly	dēep
färm'er	skāte	thōught	drowned
knew (nū)	slide	wēt	fāce
nēv'er	stüd'y	106 a'ny (ën'y)	great
pāge	tō-gēth'er	Christ'-	mouse
pōt	with-out'	mas	sāil (n)
tūrned	102 fār	dī'ā-mōnd	shīp
ūp'side	kneē	Hōr'ner	splāsh
97 be-gīn'	plēas'ant	mīnd	splish
gāme	shōok	nēed	110 dāsh
hēlp	stōp	plūm	dōc'tors
hīd	103 clōs'ing	pulled	hīgh
liked	fēet	Spāin	shōrt
yōūr-sēlf'	fōot	107 beār	stānd'ing
98 bās'ket	quēēn	bīte	111 clōud'y
be-yōnd'	rāise	blind	dēad
dāsh'es	rīch	bus'y	gāy
lād'der	shāke	(bīz'zy)	gēn'tle
put'ting	smāll	cōld	mēr'ry
sāy'ing	tūrn	e-lēv'en	new (nū)
99 ā'pron	with-in'	flock	quīck
(ā'purn)	104 bānk	ill	rough
cried	crōak	lēarns	(rūf)
flāpped	dēath	sāil'or	sōft
full	frōgs	sāils (v)	sour
gāth'er	i'dle	sāves	strōng
gāth'ered	pit'y	smōoth	sūn'ny
gāth'er-ing	rāised	stitch	wārm
gōne	smēll	tēn'der	wēak
nēar'ly	sound	108 āsked	wīse
nēed'ed	threw	cāve	112 bēll
Tōm'my	(thru)	dōor'wāy	bōrn
tūm'ble	thrōw	fōx	fāir
ūn-tīl'	trīed	lēad	frēsh
100 fīlled	105 ā-frāid'	Mr.	Fri'day
101 ā-lōne'	crī	pāth	grāce
flī'ing	drī	prīnts	māps
grōw	rhymes	trācks	Mōn'day
hōp	rīe	wōlf	pū'pils
īce	sād	109 ā-sāil'ing	Sāb'bāth
kīte	shy	būck'et	Sāt'ūr-day

	Thúrs/day	mēt	chris/-	hill
	Túes/day	sācks	tened	lēd
	Wēdnes/-	St. Ives	Grūn/day	lōst
	day	(Sāint	hired	rē-tārn'
	will'ing	Ives)	Is'ling-ton	tēars
113	works (v)	wivēs	mār'ried	wēēp
	be-cāme'	yārd	Sōl'o-mon 124	ā-bōve'
	id'ler	117 bāre	Sūn/day	ā-loud'
	lēath'er	bēach	worse	ā-móng'
	pills	cōlt	121 āl'wāys	be-twēēn'
	plānt'ed	grīnds	ān'swer	chāin
	plowed	māre	drāw	fētch
	pow'ders	pēb'bles	gēn'tle-	lānd
	sewed	pōpped	man	mōn'ey
	(sōd)	pus'sy	hālf	mōve
	shqe'-	rōlls	hāste	sīde
	māk'er	rūbs	lēak	sōng
	slȳ	snāp	mēēt	twēēn'ty
114	brāve	thrēads	noīse	ūge
	cātch	118 blīnked	rīd'dle	wāste
	e-nough'	drōve	rīng	125 dānced
	(e-nūf')	fōrth	sēt	drūm
	hāng	frīght	sīnk	hīnd
	i-dē'a	laughed	wēēk	īnn
	lārg'er	(lāft)	wīnk	lārg'est
	nēck	quite	122 clōck	lōose
	nōth'ing	rōlled	dīck'o-ry	mārchēd
	ōld'er	shōne	dōck	pōst
	pāws	sīght	hīck'o-ry	pushēd
	pēr-hāps'	thīn	mīn'ute	sūp'per
	rīd	twīn'kled	ō'clock'	thrōugh
	wīg'er	wīnked	quar'ter	tīed
115	ā-live'	119 ā-fīsh'ing	sēc'ond	trāmp
	chīm'ney	āxe	strūck	ūp-stātrs'
	drown	hour	tīde	126 cāb'in
	fūr'nished	tālked	twēlve	crīck'et
	hāre	wōn'der-	wāit	cūn'ning
	mīne	fūl	123 ā-broād'	fēast
	pāve	120 brōught	ānt	flāsh
	whīle	bur'ied	bēē'tle	gūide
116	kēy	(bēr'ried)	blāde	lōaf
	kīng'dom	bur'y	chīl'dren	māsts
	kīts	(bēr'ry)	glōw'worm	nāil



	rid'er stō'ries tāle	rōpes sing'ing spēck'led	pūr'ple rāpk sōak vī'o-lēt wēed'y	bōw bull bush dish grāve killed nēē'dle
127	gēms hēav'en jew'els (jū'els) lies Sāv'ior spies wēalth	<i>Infant Joy.</i> be-fall' dōst Joy smile thēē	<i>The Land of Nod.</i> ā-fār' brēak'fast cū'ri-ōūs friēnds frīght'en-ing moun'tain mūgie Nōd nōne nōr plāin re-mēm'ber strāng'est strēams	grāve killed nēē'dle pall psālm pull Rōb'in showl (shōv'el) shroud sigh'ing sōb'bing spār'rōw thrūsh tōll wrēn
128	crown dēcks hōld (n) Jill lād'en pāck silk tūm'bling	<i>The Old Wo- man and her Pig.</i> būrn but'cher cōm'ing crōok'ed ēat'en fār'ther gnaw hāy'stāck kill lāpped mār'ket milk ōx pig pig'gy quēnch saw'yer six'pence stīle swēēp'ing wō'man	<i>The Kid.</i> bit bōught būrned drāpk kid slew (slū) stāff	showl (shōv'el) shroud sigh'ing sōb'bing spār'rōw thrūsh tōll wrēn
129	ā-lōng' bōard brīght'est Brōoks ē'ven flāshed kīng lōad loud quēck'est rāng rēad'ing sīghed sī'lent stārt'ed sūm'mer sūng thīr'ty-two trāmped wāit'ed	<i>Story of Chick- en Licken.</i> ā'cōrn bald chīck'en- lick'en Cōck-lōck Drāke-lāke Dūck-lūck fāll'en Fōx-lōx Gān'der- lān'der Gōōse-lōōse Hēn-lēn hōle māids Tār'key- lār'key wālk'ing yōung	<i>Bed in Sum- mer.</i> cān'dle-light grōwn hōp'ping stīll wīn'ter	<i>Death of Cock Robin.</i> blōod
	<i>Singing.</i> Jā-pān' ōr'gan	<i>Pretty Cow.</i> būb'bling chew (chū) cow'slīps dīne flōws hēm'lōck		

<i>Windy Nights.</i>	tāst'ed	weārs	in'crēase
crȳ'ing	tāst'ing		jūdge
gāl'lop	tired	<i>The Lamb.</i>	knōwn
hīgh'wāy	wōke	bid	mēr'çi-ful
lāte		blēss	O
lōw	<i>Poor Richard's</i>	clōth'ing	prāise
rid'ing	<i>Sayings.</i>	de-light'	right'eous-ly
tōssed	bād	hīm-sēlf'	(rī'chūs-ly)
whēn-ēv'er	bōr'rōw-ing	lām̃	sāv'ing
	cōn'stant	life	shālt
<i>The Three</i>	drive	mēad	ūn'tq
<i>Bears.</i>	drōp'ping	mēek	yield
be-lōnged'	ēar'ly	mīld	
bōwls	ēarned	ō'er	<i>The Sower and</i>
brō'ken	ēi'ther	re-joiçe'	<i>the Seed.</i>
cār'ry	Gōd	sōft'est	chōked
chām'ber	hēalth'y	thou	dēep'ness
cōol	plow	vālēg	dried
growled	re-mōves'	voiçe	frūt
lōne'ly	sāved	wōol'ly	scōrched
mīd'dle-	shōp		sēeds
sized	sōr'rōw-ing	<i>The Praise of</i>	sōw
pār'lor	thēm-sēlves'	<i>God.</i>	sōwed
pēēped	thrīve	caūse	sōw'er
pōr'ridge	thȳ	fēar	sprāng
Sil'ver-hâir	tq-mōr'rōws	gōv'ern	stōn'y
smāll'est	wēalth'y	hēalth	thōrng
sōme'bōd-y			wāy'side



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